



SECONDARY SCHOOL HANDBOOK 2026-2027



مدرسة أكاديمية جيمس الأمريكية أبو ظبي الخاصة
GEMS American Academy
ABU DHABI

Dear Students and Parents of GEMS American Academy - Abu Dhabi (GAA),

Welcome to the 2026 - 2027 school year! Whether you are returning or joining us for the first time, we're excited to have you as part of our diverse and dynamic learning-focused community.

At GAA, we are united by a shared mission: to inspire, challenge, innovate, and care. Together we form a learning partnership where each voice matters and every effort counts. Our collective goal is to create a caring, respectful environment that enables each learner to thrive, grow in confidence, and pursue their dreams.

As we face new challenges and opportunities together, let us focus on the process of learning. This includes celebrating both successes and failures as valuable learning experiences that help build our knowledge, understanding, skills, and character. Students, your active engagement is essential. Parents and guardians, your support and interest in your child's learning journey make a significant difference. And as your learning partner, the high school team is here to support you every step of the way.

Wishing you all a successful and inspiring year ahead.

Warm regards,



Mollie Williams
Middle School Principal



Dan Gilfort
High School Principal

TABLE OF CONTENTS

OVERVIEW OF GEMS AMERICAN ACADEMY, ABU DHABI	7
MISSION STATEMENT	7
GAA ABU DHABI: STATEMENT OF PHILOSOPHY	7
GEMS CORE EDUCATIONAL VALUES	8
IB LEARNER PROFILE	9
INTRODUCTION TO THE SECONDARY SCHOOL	10
ACADEMIC EXPECTATIONS	10
AWARDS AT GAA	10
SCHOOL DAY	12
SCHEDULES – SCHEDULE MAY CHANGE	12
ADVISORY	13
TEXTBOOKS, MUSICAL INSTRUMENTS, AND OTHER RESOURCES	13
LOCKERS	13
SCHOOL BAG WEIGHT POLICY	14
LUNCH AND HEALTHY EATING POLICY	14
BREAK TIMES	15
HOME TRANSPORTATION	15
GAA - (GEMS/ADEK) HOT WEATHER POLICY	15
EXTRA-CURRICULAR ACTIVITIES	18
AFTER SCHOOL ACTIVITIES (ASAs)	18
COMPETITIVE ACTIVITIES	18
ACADEMIC ELIGIBILITY POLICIES FOR CO-CURRICULAR ACTIVITY HONOR	18
STUDENT GOVERNMENT	19
FIELD TRIPS	19
SCHOOL UNIFORMS REGULATION	20
DRESS CODE: SECONDARY SCHOOL (GRADES 6-12)	20
Dress Down Days:	23
Spirit Days - Every Friday	23
CURRICULUM	24
GRADUATION REQUIREMENTS	24
ADVANCED PLACEMENT (AP)	25
HOMEWORK	25

ASSESSMENT	26
LATE SUBMISSION	26
EXAMS.....	26
REASSESSMENT PROCEDURE	27
MISSED ASSESSMENT PROCEDURE	28
END OF COURSE PROCEDURES GRADE 12.....	28
GRADING SYSTEMS & GRADE POINT AVERAGE SCALE	28
ASSIGNMENT TYPE AND WEIGHTING.....	30
PROGRESS REPORTS AND REPORT CARDS.....	31
GRADE CHANGE / APPEALS.....	31
FAILING GRADES.....	32
CREDIT RECOVERY	32
PROMOTION / RETENTION / NON-CONTINUANCE	33
CREDIT RECOVERY SATURDAY SCHOOL.....	34
ADEK COMPULSORY COURSES	34
STANDARDIZED TESTS	34
ATTENDANCE	36
ATTENDANCE PROCEDURE	36
SCHOOL DISMISSAL	40
BUS REGULATIONS	40
EARLY DISMISSAL.....	40
CODE OF CONDUCT - BEHAVIOR EXPECTATIONS	42
STUDENT RIGHTS AND RESPONSIBILITIES.....	43
STUDENT BEHAVIORAL EXPECTATIONS.....	44
Be a GEM Expectations	44
Honesty / Ethics	45
Compliance with Rules.....	45
CELL PHONE USE.....	45
Consequences for Unauthorized Use:.....	46
Parent Communication Protocol:	46
Digital Misconduct:	46
Extracurricular Activities Note:.....	46
BEHAVIOR POLICY	47
General Behavior	47

Confidentiality	47
Behavior levels and consequences	48
Consequence definition:	53
BULLYING PREVENTION	54
CYBER-BULLYING	55
COLLEGE APPLICATION DISCIPLINE REPORTING	55
ACADEMIC HONESTY POLICY – STANDARD DIPLOMA/IBDP/AP	55
What Is Academic Honesty?	55
Procedures for Investigating Academic Dishonesty:	57
Consequences for Acts of Academic Dishonesty	57
ACADEMIC HONESTY AND THE IBDP	58
TECHNOLOGY – ACCEPTABLE USE POLICY (AUP)	58
BYOD (BRING YOUR OWN DEVICE)	59
ETHICAL CONDUCT	60
EDUCATIONAL USE	60
RESPECT FOR OTHERS	60
RESPECT FOR SECURITY	60
RESPECT FOR PROPERTY	61
Software Copyright	61
Hardware	61
Audio Visual Hardware	61
INTERNET/WORLD WIDE WEB USAGE	61
Responsibilities:	61
STUDENT SUPPORT SERVICES	62
LIBRARY	65
OVERVIEW	65
LIBRARY VISITS	65
SCHEDULED LIBRARY VISITS	65
BORROWING MATERIALS	65
RENEWING MATERIALS	65
RESERVING MATERIALS	65
RETURNING MATERIALS	66
OVERDUE MATERIALS	66
LOST AND DAMAGED MATERIALS	66
COLLECTION MANAGEMENT POLICY	66

HOME/SCHOOL COMMUNICATION	66
GAAPA (GAA PARENT ASSOCIATION)	67
GAA BOOSTER CLUB	67
STUDENT/PARENT/TEACHER CONFERENCES	67
EXTENDED PARENT ABSENCES	67
WITHDRAWING FROM SCHOOL	67
TRANSFER CERTIFICATES	68
SAFETY	68
SUPERVISION OF STUDENTS	68
STUDENTS LEAVING SCHOOL DURING THE DAY	68
FIRE ALARM/LOCK DOWN DRILLS	68
SECURITY	68
HEALTH	69
SCHOOL CLINIC INFORMATION	69
EMERGENCY CONTACTS/CHANGE OF CONTACT DETAILS	69
HEALTH FORMS	70
MEDICATION	70
ILLNESS OR INJURY	70
MASK USE	71
IMMUNIZATIONS	71
HEALTH SCREENINGS	72
HELPFUL REMINDERS	72
MISCELLANEOUS	72
LOST AND FOUND	72
CHARITABLE CAUSES/ COMMUNITY SERVICE	72
APPENDICES	73
I: ADMISSIONS POLICY	73
II: PROCEDURES FOR ASSIGNING CLASS PLACEMENT	74
III: PE STUDENT EXPECTATIONS POLICY	75
IV: COMPLAINTS PROCEDURE FOR PARENTS AND LEGAL GUARDIANS	76
QUESTIONS? WHO TO CALL FIRST:	78
GEMS AMERICAN ACADEMY PARENT & STUDENT CONTRACT	80

OVERVIEW OF GEMS AMERICAN ACADEMY, ABU DHABI

MISSION STATEMENT

GEMS American Academy is a diverse and caring international learning community offering a rigorous, relevant and holistic education.

We develop global citizens who have the confidence and conviction to pursue their dreams and impact the world.

We Inspire. We Challenge. We Innovate. We Care.

Definition of Learning

Learning is a dynamic and holistic process in which attitudes, skills and knowledge are developed with purpose.

Well-being is the foundation of learning:

- *Socio-emotional health is essential for learning*
- *A caring environment creates confidence in students*
- *A diverse learning experience helps students find direction for themselves*

GAA ABU DHABI: STATEMENT OF PHILOSOPHY

GAA promotes high standards of scholarship, citizenship and responsibility within a supportive international community. We undertake a student-centered approach to teaching and learning. We rely heavily for our success on teamwork and collaboration among students, teachers and parents. Our goal is for our students to develop, and commit to the understandings, skills and dispositions of citizenship, leadership, creativity and sustainability.

We offer:

- *an American-based curriculum within an international context*

The success of our program is based on:

- *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 strong pedagogical practices throughout the world.*
- *continuous learning and professional development.*

We provide:

- *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.*
- *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 GAA experience are improved when parents are actively engaged in the learning of their children.*

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.*

GEMS CORE EDUCATIONAL VALUES

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

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

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

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

Pursuing Excellence - *Work to continually exceed expectations.*

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

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

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

IB LEARNER PROFILE

At GEMS American Academy (GAA) we are committed to providing an international learning environment grounded in what is best practice from the American education landscape. We strive in working together with the GAA community to develop the attributes of the International Baccalaureate (IB) 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.

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

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

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

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

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

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

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

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

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

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

INTRODUCTION TO THE SECONDARY SCHOOL

Our Secondary School provides a responsive and nurturing environment. This program addresses the unique needs of young adults, aiming to make learning worthwhile and rewarding. Students learn to take initiative, to think and act with intelligence, to express ideas and feelings in a socially acceptable manner and to accept responsibility for their actions and the consequences of them. We promote honesty and integrity together with developing citizenship and leadership skills.

The High School program is based on US Common Core Standards and International aims – with a focus on deep understandings and transferable skills. The core academic program intends to build skills and understandings around literacy, numeracy, creativity and sustainability. This core is supplemented by instruction in Art, Music, Information Technology, World Languages and Physical Education.

The culminating expectation from the learning journey is that our scholars are best prepared for their post-secondary journey and have received a competitive education that will support their career and academic goals.

ACADEMIC EXPECTATIONS

At GAA, we provide world class academic programming and set high expectations for our students' success. Students are expected to give their full effort towards achieving their potential in all of their areas of study. Our teachers, student support team and administration will make every effort to communicate with parents when a student is not reaching their potential or shows a dramatic drop in their academic achievement.

Students who are not working to their potential – not submitting work on time, underperforming on assessments, etc. - may be required to commit to times for academic support after school. Teachers often set specific days and times after school to provide this support.

For those students that continue to not meet academic standards, support will be provided in the means of parent-student-teacher meetings to determine the obstacles to the students' learning. Once identified, the school will work with the family to put support in place, so the student has every opportunity to succeed.

It is the expectation of GAA that the effort to help a child maximize their potential includes partnership with the parents and school stakeholders. Our primary means of communication is through email (direct and the Bright Arrow platform) and phone. Please ensure that the school has accurate contact information. If there are unique circumstances that impact your child's learning, please make sure that you have communicated with the school so as to best serve your scholar.

AWARDS AT GAA

At the end of each academic year, GAA will honor those students who have performed at the highest levels of academics, approaches to learning and citizenship. The following awards will be presented to Middle and High School students.

- **Subjects Awards:** *Each subject area will present an award to one student in each grade level. This award is given to the student who best demonstrates a combination of mastery of the standards, excellent approaches to learning and the IB Learner Profile traits.*

- **IB DP Awards:** For a list of awards please see *the GAA IB DP Handbook 26/27*
- **Wildcat Victory Award:** The Wildcat Victory Award is given to one male and one female student in each grade level who has demonstrated the greatest growth in attitude, approaches to learning and performance.
- **Leadership Award:** This award is given to a student who leads inside and outside of the classroom. This student's integrity is without question. They participate in a wide range of activities at GAA and show personal development outside of GAA.
- **Culture of Kindness Award:** The Culture of Kindness Award is given to one male and one female student in each grade level who has contributed the most to our school climate and our culture of kindness.
- **GAA Attendance Award:** This award is given to individuals who have achieved an outstanding rate of 98% attendance. This is to recognize their commitment and dedication to learning.
- **Advisor's Choice:** Each Advisor's Choice Award centers on character themes and GAA expectations. Advisory teachers will nominate students who have demonstrated those achievements during the month.
- **Punctuality Award:** The Punctuality Award recognizes students who exemplify the GAA expectation of **Being a Learner** by arriving on time and prepared for every class. This award is given to the student with the fewest lates per grade level, highlighting the importance of time management, responsibility, and commitment to academic success
- **Shaikha Fatima Bint Mubarak Award:** This award is given to one female student in grade 11. The award is named after Shaikha Fatima Bint Mubarak, known as the Mother of the Nation. Shaikha Fatima, wife of the late founding president Shaikh Zayed Bin Sultan Al Nahyan, is known for her contributions to the empowerment of women in the UAE and her support for excellence in numerous areas. The award is given for outstanding academic success, commitment to social responsibility and global citizenship.
- **Laude System:** The Laude system recognizes the top grade point averages of the graduating class. To be eligible for this recognition, students must have attended GAA for a minimum of two years (grades 11 and 12) and must be in **good behavioral** standing. The Laude calculation is determined from the end Grade 11 up to Semester I of Grade 12.
 - Cum Laude - With Honor - 3.86-4.02
 - Magna Cum Laude - With Great Honor - 4.03-4.13
 - Summa Cum Laude - With Highest Honor - 4.14 and higher
- **Athletics Team Awards:** The coach for each of our teams at GAA recognizes two players at the end of the season.
 - Team MVP
 - Coach's Choice Award
- **Athlete of the Year Award:** These awards are given to the best overall male and female athletes of the year based on overall athletic ability, dedication, contribution to the athletic program, leadership, sportsmanship, and respect for and from teachers, coaches, students, and athletes.

- **Scholar Athlete Awards:** These awards are given to the students with the best overall GPA representing the following programs:
 - Full IB Diploma
 - Half IB Diploma / AP Coursework (2 or more classes)
 - American Diploma
- **GEMS Jewels of Kindness Awards:** To carry this initiative in GEMS American Academy, students will be recognized monthly in the school assembly, following nominations received from teachers, peers, members of staff and parents, based on acts of kindness that go above and beyond the expected good manners
- **GAA A/B and Straight A Honor Roll:** To acknowledge the academic effort of our scholars, we will recognize quarterly those students who have attained high marks. Students earning all As and Bs on their grade reports will be eligible for the A/B honor roll and those students who have achieved all As will be recognized for the A Honor Roll.

SCHOOL DAY

SCHEDULES – SCHEDULE MAY CHANGE

GAA Secondary School follows a 8 period rotating schedule with 7 meetings per day as below except for Fridays. Break times are built into the schedule to allow students the opportunity to move from class to class and use the washrooms. Students are not allowed to leave their classroom during the first and last ten minutes of class.

GAA SECONDARY SCHOOL TIMETABLE 2026-2027	
MONDAY - THURSDAY	FRIDAY
Advisory (7:45-7:57)	Advisory (7:45-7:57)
Period 1 (8:00-8:47)	Period 1 (8:00-8:47)
Period 2 (8:50-9:37)	Period 2 (8:50-9:37)
Break (9:37-9:57)	Break (9:37-9:47)
Period 3 (10:00-10:47)	Period 3 (9:50-10:37)
Period 4 (10:50-11:37)	Period 4 (10:40-11:15)
Period 5 (11:40-12:27)	
MS Lunch/HS Advisory (12:30-12:55)	
MS Advisory/HS Lunch (12:55-1:17)	
Period 6 (1:20-2:07)	
Period 7 (2:10-3:00)	

ADVISORY

In Secondary School, Advisory serves as a daily "home base" for students and provides dedicated time for advisors to check in with students, address questions or concerns, and communicate important school information and announcements. Advisory is a mandatory class, and attendance is required just as it is for any other subject. Students are expected to attend Advisory regularly and actively participate in all activities and discussions.

The Advisory teacher serves as the student's primary advocate and first point of contact within the school. Students are encouraged to approach their advisor whenever they need academic, social, emotional, or organizational support. Parents are also encouraged to contact the advisor as an initial point of communication regarding concerns about their child's progress, wellbeing, or school experience.

Advisory plays a vital role in supporting students' holistic development. Through structured lessons and activities, students develop study and organizational skills, digital citizenship and cyber safety awareness, positive relationship-building skills, conflict resolution strategies, leadership skills, community engagement, college and career readiness, and innovative and entrepreneurial thinking.

Counselors will also utilize Advisory time to deliver age-appropriate programming that supports students' social-emotional wellbeing, academic success, personal growth, and preparation for post-secondary pathways.

TEXTBOOKS, MUSICAL INSTRUMENTS, AND OTHER RESOURCES

*We provide these to all students on a **loan basis**. Students are held responsible for books checked out by them and must pay for lost or damaged books. Students will also be charged for deliberate damage (including writing and graffiti) to books. Middle School students supply their own notebooks, paper, pencils, pens and other school supplies. Lost textbooks should be reported to the Secondary School Librarian as soon as possible. Students must replace or pay if a book is lost or damaged. The student will be charged the cost of the book plus 30% shipping, processing and handling costs. Once a receipt for payment from the Accountant is handed to the Secondary School Librarian, the book will be replaced. Those students with an outstanding fee from the library, art department or school will not receive their end of grade reports or transcripts sent to university.*

LOCKERS

Upon availability, students will be assigned a locker. Each student is encouraged to bring their own lock. Students must ensure the safety of their personal belongings as GAA will take no responsibility for any valuables, money, mobile phones, games, etc. that are lost at school. Students should not store items of significant value or large amounts of food in the locker. They are responsible for cleaning out their respective lockers at the end of the year.

SCHOOL BAG WEIGHT POLICY

Grade / Year (US) (UK)	Max. Backpack Weight (KG)
KG1 / FS2	2.2
KG2 / Year 1	2.4
Gr 1 / Year 2	2.6
Gr 2 / Year 3	3.0
Gr 3 / Year 4	3.4
Gr 4 / Year 5	3.8
Gr 5 / Year 6	4.1
Gr 6 / Year 7	4.5
Gr 7 / Year 8	5.0
Gr 8 / Year 9	5.8
Gr 9 / Year 10	6.5
Gr 10 / Year 11	7.3

This policy has been written using information provided by ADEK and is designed to inform all staff, parents, and students. The health of our students is of paramount importance thus every member of the school community should ensure that they have read this policy and that they understand it. Guidelines:

- Recommended bag weight does not exceed 20% of the child's body weight*
- No trolley bags please*
- Use ergonomic school bags with individual compartments for books and equipment*
- Students should wear both shoulder straps and not to sling a bag over one shoulder*
- Bags should have wide, padded, adjustable school bag straps that fits the student's body*
- Weigh the child's school bags to determine whether it is heavy or in compliance*

Children's bags are stored in lockers. Some of these cubbies are small. We recommend that Pupils should only carry in their school bag the following:

- Lunch box (or carried separately)*
- Water bottle*
- Pencil case – ideally this should stay in school*
- Home readers and Library bag only on those days required*

Bags are monitored by the Class Teacher. If a bag is suspected to be too heavy the weight of the bag is checked by school receptionists. If the bag is 20% more than the pupil's weight, parents are informed by the Class Teacher and advised to reduce the amount their child is carrying. This communication can be logged in Pulse for parent communication.

LUNCH AND HEALTHY EATING POLICY

Students have the option of bringing lunch from home or purchasing a school meal. We encourage students to eat healthy foods. Menus for each month are posted in the school newsletter. Water is available for purchase by students through Slices - however this practice is discouraged. Drinking water stations are located on each floor and students are encouraged to use their own refillable water bottles brought from home. Students are not permitted to go to the cafeteria to purchase food or water, outside of lunch time. We encourage students to bring healthy snacks from home to eat during our mid-morning class change. We suggest any food sent to school should be low in refined sugar and not contain any nuts or nut products.

Please note the following restrictions (referenced from our Healthy Eating Policy):

- Caffeinated drinks are not allowed, including coffee, hot tea, and matcha.**
- Carbonated and energy drinks are not to be brought to school.**
- Chips, cookies or candy are not to be brought to school.**
- Students should not have personal carafes stored in their lockers for dispensation to their peers during breaks.**

- **Ordering food from outside establishments is not permitted. This includes ordering food to be brought from home by the driver. Students must prepare and bring their lunch with them or plan to order from the cafeteria during their designated time.**

The school reserves the right to inspect, confiscate, and dispose of any food or beverages that do not comply with the Healthy Eating Policy. Restricted items found in a student's possession may be removed by school staff, and repeated violations may result in further follow-up in accordance with school behavior expectations and policies.

BREAK TIMES

*Students have scheduled break times during the day. Students are able to utilize the longer break to avail of a snack, speak with their peers (**no phones**), quietly sit and reset to engage in the second half of the day or to get some exercise. Depending on scheduled use by PE classes, the soccer pitch and/or tennis courts may be available for play during lunch times. All students are expected to play safely and fairly and to be respectful of each other and of any equipment being used. Availability of these areas during lunch will be stipulated by administration or through advisory in advance of lunch.*

HOME TRANSPORTATION

*If a student wishes to change the method of home transportation to the school bus then the Transportation Office must be informed. Parents are required to contact the Transportation Office by email **before noon**. Changes will only be approved if there is enough room on the bus.*

GAA - (GEMS/ADEK) HOT WEATHER POLICY

As per the GEMS Hot Weather Policy:

The Hot Weather policy is in place to guide staff when making decisions about what is appropriate and safe for students and staff, when conducting outdoor activities or partaking in any recreational time involving outdoor play, throughout the year.

Responsibilities (teachers):

Review the Heat Index sent by the MSO or School Clinic Staff and plan lessons in line with the Heat Index recommendations of this policy.

Code Green

Heat Index below 35°C

- *All outdoor activities and sports may continue as usual - no restrictions need to be in place but it is important to still make sure that all students are staying hydrated.*

Code Yellow

Heat Index between 35°C and 39°C

Outdoor Physical Activity (PE):

- Teachers are to use discretion in modifying activities so that students participate in moderate to low intensity activities. Regular water breaks must be offered.

Breaks & Lunchtime:

- Elementary students must stay under shade during lunchtimes and recess.
- Secondary students are advised to stay under shade during lunchtimes and recess.

Code Red

Heat Index between 40°C and 45°C

Outdoor Physical Activity (PE):

- Only lower intensity activities are to be included and for a maximum of 10 Minutes. 5-minute water breaks should be taken between activities.

Breaks & Lunchtime:

- Elementary students must remain indoors.
- Secondary students must remain in shaded areas, preferably indoors.

Code Dark Red

Heat Index 46°C and above

- If the temperature and humidity move into 'serious danger' and 'death danger' according to the heat index, any physical activity outside must be stopped.

Heat and Discomfort Index:

Additional guidance must be sought with reference to Figure 1 below. Activities must be modified to reflect student and teacher discomfort.

HEAT AND DISCOMFORT INDEX

HUMIDEX INDEX OF APPARENT TEMPERATURE (degree C)

	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	85%	90%	95%	100%
42°	48	50	52	55	57	59	62	64	66	68	71	73	75	77	80	82
41°	46	48	51	53	55	57	59	61	64	66	68	70	72	74	76	79
40°	45	47	49	51	53	55	57	59	61	63	65	67	69	71	73	75
39°	43	45	47	49	51	53	55	57	59	61	63	65	66	68	70	72
38°	42	44	45	47	49	51	53	55	56	58	60	62	64	66	67	69
37°	40	42	44	45	47	49	51	52	54	56	58	59	61	63	65	66
36°	39	40	42	44	45	47	49	50	52	54	55	57	59	60	62	63
35°	37	39	40	42	44	45	47	48	50	51	53	54	56	58	59	61
34°	36	37	39	40	42	43	45	46	48	49	51	52	54	55	57	58
33°	34	36	37	39	40	41	43	44	46	47	48	50	51	53	54	55
32°	33	34	36	37	38	40	41	42	44	45	46	48	49	50	52	53
31°	32	33	34	35	37	38	39	40	42	43	44	45	47	48	49	50
30°	30	32	33	34	35	36	37	39	40	41	42	43	45	46	47	48
29°	29	30	31	32	33	35	36	37	38	39	40	41	42	43	45	46
28°	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
27°	27	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
26°	26	26	27	28	29	30	31	32	33	34	34	35	36	37	38	39
25°	25	25	26	27	27	28	29	30	31	32	33	34	34	35	36	37
24°	24	24	24	25	26	27	28	28	29	30	31	32	33	33	34	35
23°	23	23	23	24	25	25	26	27	28	28	29	30	31	32	32	33
22°	22	22	22	22	23	24	25	25	26	27	27	28	29	30	30	31

Up to 29 C°	No discomfort
From 30 to 34 C°	Slight discomfort sensation
From 35 to 39 C°	Strong discomfort. Caution: limit the heaviest physical activities
From 40 to 45 C°	Strong indisposition sensation. Danger; avoid efforts
From 46 to 53 C°	Serious danger: stop all physical activities
Over 54 C°	Death danger: imminent heatstroke

EXTRA-CURRICULAR ACTIVITIES

At GEMS American Academy, students are encouraged to participate in a wide range of extra-curricular activities that enrich their learning beyond the classroom. Through athletics, student leadership, service opportunities, academic clubs, and creative pursuits, students can explore their interests, develop new skills, build meaningful relationships, and strengthen their sense of belonging within the school community.

AFTER SCHOOL ACTIVITIES (ASAs)

After-school activities are offered throughout the year and may be either non-competitive or competitive. Some activities may incur an additional fee, which will be communicated before the activity begins. ASAs take place from 3:15 p.m. to 4:15 p.m. Students participating in non-competitive after-school activities should be picked up promptly at 4:15 p.m. Students participating in after-school activities may register for the late bus service. While waiting for transportation, students must remain on campus and wait quietly in the designated area. The late bus depart service departs promptly at 4:45 p.m.

Students who are not participating in an after-school activity are expected to leave campus at the end of the regular school day using their usual mode of transportation. The regular bus service departs promptly at 3:14 p.m.

COMPETITIVE ACTIVITIES

Competitive activities are offered for students in Grade 4 and above and specific information about when these opportunities are available is communicated by the Athletic and Activities Director. Swimming is available to students in Grade 1 and above. Grades 4-6 competitive activities are inclusive in nature and as much as possible will allow all students to become involved. Competitive programs in Grade 6 through 12 are more competitive in nature and involve tryouts, league games and end of season tournaments. Students are expected to commit for the entire season. Participation is contingent upon meeting the Academic Eligibility check as stipulated by the Athletic and Activities Director.

Further information about the activities program at GAA is available in [the Athletics and Activities Handbook](#).

The success of each activity depends very much on the enthusiasm and commitment of the students and their parents. Students are encouraged to attend at least one activity per term.

ACADEMIC ELIGIBILITY POLICIES FOR CO-CURRICULAR ACTIVITY HONOR

Students participating in co-curricular programs are considered to be in positions of leadership; therefore, it is an honor to represent GAA, not a right.

In order to participate in co-curricular activities at GAA, students must:

- *Maintain a 2.0 or higher GPA with no F's. Eligibility will be reviewed on a bi-weekly basis; second semester Report Cards will determine eligibility for 1st season the following year*
- *Maintain good standing with their attendance*

If during a grade check, an eligible student has become academically ineligible, a meeting with the Athletics Director will take place. If at the subsequent grade check, the student's grades have not improved, then the student will be suspended from the team until eligibility is restored.

Questions regarding participation may also occur if a student is involved in academic dishonesty, violates the disciplinary code or is excessively absent from school. The school is aware that each student has a specific set of needs – some excel academically, some excel athletically or artistically, some excel at both.

The purpose of the School's eligibility policy is not to deny students the opportunity to participate in an area where they excel due to poor academic performance. Rather, the goal is to review each student's case and to make a decision based on input provided by the professional and personal counsel of the student's teachers and parents. The Principal will then make the decision for eligibility. The following factors will be taken into consideration.

- the student has been working to the best of his/her ability;
- all assignments are completed on a timely basis;
- the student demonstrates a desire to improve;
- it is in the best interest of the student;
- illness or uncontrollable absence has negatively affected the student's grade.

STUDENT GOVERNMENT

The Secondary School Student Government is dedicated to providing leadership opportunities for students, providing services to the school and community and making the lives of students more enjoyable. The organization serves as a link between students and teachers, organizes social activities and assists the greater school community in various events and activities throughout the year. Students from grades 6-12 are eligible for student government who best reflect the four GAA expectations of behavior - kind, caring, respectful and being a learner. Elections are held and students must adhere to the code of conduct during the election season. It is considered a privilege to be selected, and students involved with the Student Government are leaders who demonstrate the qualities of exceptional and successful students. Student Government members will meet once a month with the High School Principal to provide a student perspective on school climate and culture.

FIELD TRIPS

Students may be invited to participate in educational field trips throughout the school year. Parents will be asked to provide permission well in advance for their child to attend any school trip. Students must have a completed School Activities Form on file before participating in any off-campus activity. Participation in school trips is a privilege and is contingent upon students consistently meeting the school's academic and behavioral expectations. Eligibility for trips is dependent on maintaining good behavior, and the Heads of Grade will determine which students are eligible to participate based on their academic performance, conduct, and adherence to school expectations.

SCHOOL UNIFORMS REGULATION

DRESS CODE: SECONDARY SCHOOL (GRADES 6-12)

The aim of our uniform policy is for students to present a neat, school-like appearance at all times and to take pride in being members of GEMS American Academy. In accordance with ADEK policy, the school's uniform is compulsory and should reflect the school's commitment to honor UAE traditions, culture and religion.

Senior Privilege Uniform: *The ability to wear a senior sweatshirt, jacket or Tshirt is a privilege. Students not in adherence to wearing the full Senior uniform are considered in violation of dress code and the policies below are applied. Students are to wear the Sweatshirt with the appropriate bottoms (no sweatpants) or the Senior jacket with the senior tshirt or plain solid color black tshirt with the appropriate bottoms.*

GAA Student ID is required to be worn at all times (PE and Theater classes excluded).

All students *must adhere to the GAA dress code policy.*

This will be enforced by the following:

- **Week One of Semester I** - *warning email sent home to parent and student*
- **Week Two and remaining school year** - *the student will be sent to the office of DoS to either go home or change into uniform*
- *If a student repeats this behavior GAA will revert to the Behavior Policy for consequences*

The GAA uniform supplier is Threads. Uniforms for GAA will only be distributed from Threads' Retail outlet in Dalma Mall. Uniforms can be purchased online at www.threadsme.com.

All uniform items, including bags, lunch boxes, water bottles and other personal belongings should be clearly labeled at all times. This will aid in the swift return of misplaced belongings.

COMPULSORY UNIFORM FOR ALL STUDENTS
2026-2027 School Year

DAILY SCHOOL UNIFORM				
Grade	Gender	Tops	Bottoms	Shoes
Grades 6 to 8	Boys	Blue Navy Polo shirt with GAA logo (short or long-sleeved)	NAVY TROUSERS OR SHORTS (knee length) for Boys	COMFORTABLE SHOES
	Girls	Blue Navy Polo shirt with GAA logo (short or long-sleeved) (if wearing hijab or headscarf, please follow GAA school color - light blue, navy blue, white or black)	NAVY TROUSERS, SHORTS, SKORTS, OR SKIRTS for girls	
Grades 9 to 12	Boys	Grey Navy Polo shirt with GAA logo (short or long-sleeved)	NAVY TROUSERS OR SHORTS (knee length) for Boys	(Crocs, UGG-style slippers or boots, slides, flip-flops, sandals, open-toe shoes, open-heel shoes, and other casual footwear are not permitted)
	Girls	Grey polo with navy collar shirt with GAA logo (short or long-sleeved) (if wearing hijab or headscarf, please follow GAA school color - light blue, navy blue, white or black) the GAA shirt must still be worn underneath. Not adhering to his expectation is considered a dress code violation	NAVY TROUSERS, SHORTS, SKORTS, OR SKIRTS for girls Clothes should fit in adherence to modesty expectations held for the entire school. Please be mindful of the fit of trousers.	
Grade 12	Girls and Boys	Sweatshirt with correct graduating class number on back (do not wear sibling sweatshirts), Senior Jacket or Senior appropriate class tshirt	NAVY TROUSERS, SHORTS, SKORTS, OR SKIRTS for girls Navy trousers for young men	COMFORTABLE SHOES (Crocs, UGG-style slippers or boots, slides, flip-flops, sandals, open-toe shoes, open-heel shoes, and other casual footwear are not permitted)

ACCESSORIES

REQUIRED	OPTIONAL
- one-piece swimming suit (modest swimwear for both girls and boys) - Swim Cap - If students wear a sweater over uniform shirt: V – NECK SWEATER WITH LOGO or CARDIGAN SWEATER WITH LOGO	- GAA SWIMMING COSTUME / TRUNK - GAA BACKPACK - If girls wear LEGGINGS/STOCKINGS/PANTYHOSE/TIGHTS FOR SKIRTS instead of socks, color must be SOLID NAVY BLUE or BLACK. - If a belt is worn, it must be solid black

PHYSICAL EDUCATION UNIFORM

Grade	When to wear	Tops	Bottoms	Shoes
Grades 6-8	Students will wear PE uniforms to school on their scheduled PE day.	SKY BLUE POLO Shirt with GAA logo	NAVY GAA SHORTS	QUALITY ATHLETIC SHOES WHITE SPORT SOCKS
Grades 9-12	Students will wear regular school uniforms to school every day. At the beginning of PE class, they will change into this PE uniform. At the end of class, they will change back into regular school uniforms.			



Personal Presentation:

Students are expected to arrive at school and depart from school in full school uniform. During school hours and while in school uniform the following rules apply:

- *No excessive makeup or jewelry is allowed.*
- *Nails must be kept at a reasonable and practical length. Excessively long nails are not permitted, as they may pose a safety concern and interfere with participation in school activities.*
- *Students with pierced ears may wear studs or small hoop earrings.*
- *Rings should be small without sharp edges or loose parts.*
- *No visible body piercings or tattoos.*
- *Outerwear may not be worn in school; it should be kept in lockers.*

Dress Down Days:

GAA does not require uniforms whilst participating in after or out of school activities or on designated special dress-down days. However, students should be properly dressed in a manner that is not offensive to our host country. The following rules will apply:

- *No tight clothes (this includes no leggings or yoga pants)*
- *No spaghetti strap shirts*
- *No exposed midriffs*
- *No hoodies with hood up*
- *No holes in jeans*
- *No offensive logos or expressions on clothing*
- *No hats*
- *No mule/slide shoes.*

Spirit Days - Every Friday

A day where students can wear items of clothing created and sold by GAA groups, such as Booster Club, Sports and Activity teams and Student Government. These may include:

- *Powderpuff T-shirts*
- *Spirit Wear (cohort related)*
- *House Shirts*
- *Athletics' Sweatshirts*
- *Booster Sweatshirts*
- *Old Senior Sweatshirts*

National Dress is permitted on Spirit Days.

If a student has PE on a Friday and they are wearing their National Dress, they must bring their PE kit to change or come to school in their PE uniform and change into their National Dress.

If a student is not in alignment with these expectations, their parents will be contacted to either drop appropriate clothing off or pick them up from school.

CURRICULUM

GRADUATION REQUIREMENTS

In order to receive a GAA High School Diploma, students must complete a minimum of 25 credits in Grades 9 through 12. These credits must include the following:

- 4 credits in English
- 4 credits in Mathematics
- 4 credits in Science
- 3 credits in Social Studies
- 3 credits in World Language (French, Spanish, Arabic or self taught language)
- 2 credits in PE
- 1 credit in the Arts
- 7 or more additional credits

High School students are expected to enroll in 8 courses per year. Students in grades 11 and 12, who are on track for meeting graduation requirements, may opt for a study hall in order to use their time effectively to meet their goals.

In GAA, courses in grades 6-12 are in three different categories:

- GAA Core Academic Courses / IBDP Courses / AP Courses
- ADEK Required Courses
- GAA Elective Courses
- Non Diploma Bearing Courses for Students of Determination

Each student's program is made up of a combination of these different categories of courses. Department of Education and Knowledge (ADEK) requirements vary depending upon a child's nationality and religion. This determination is made based upon ADEK guidelines and the passports presented by the family during registration. Requirements for Arabic Language, Islamic Studies and UAE Social Studies courses vary according to each student's registered nationality and religion. In order to comply with ADEK regulations, every student has specific course requirements as stipulated by Decree 910 according to one of the following four categories:

- Group 1 – Arab Muslim
- Group 2 – Arab Non-Muslim
- Group 3 – Non-Arab Muslim
- Group 4 – Non-Arab Non-Muslim

ADVANCED PLACEMENT (AP)

AP courses are open to all non-IB students in grades 11-12, depending on past grades, completed pre-requisite courses, teacher recommendations, and other data points such as NWEA MAP test scores.

Grade 10 students may take AP courses with teacher recommendation, but priority for placement will go to grade 12 and 11 students respectively. Students will not be placed in an AP course in grade 10 if they have not gained teacher recommendation or met the placement data requirements. The practice of placing a sophomore in AP courses is not the norm but an opportunity to support our Gifted and Talented scholars who seek an academic challenge or alignment with their current course of study as they are transferring into GEMS.

Eligibility for AP courses will not guarantee admission to the course due to possible scheduling constraints. AP program offerings are reviewed on an annual basis and subject to change due to demand. Registration in an AP course requires students to sit the external exam in the course.

Comprehensive information regarding AP course eligibility, enrollment procedures, program expectations, assessment policies, and student responsibilities can be found in [the GEMS American Academy AP Handbook](#). Students and parents are expected to familiarize themselves with its contents throughout the AP enrollment process.

HOMEWORK

*Students in **Grades 6–10** will receive regular but manageable amounts of homework, which will be given in class. Each student is encouraged to check the homework section of each teacher's class website for their daily assignments. Students are expected to complete these assignments. Both Approaches to Learning (ATL) skills and academic standards may be assessed through these tasks.*

*Home learning is intended for practice, extension, and exam preparation. It is closely tied to helping students develop effective study habits, time management skills, and a comprehensive understanding of the subjects they are studying. Students in Grades 6–10 are expected to complete **up to 1 hour of home learning per subject per week**.*

Assignments may include a mixture of short-term tasks, long-term projects, and regular reading. Reading tasks will be assigned throughout the year, and students are expected to follow teacher guidelines regarding weekly chapter or page expectations. Students should always have meaningful work to complete between lessons and be able to demonstrate independent inquiry through their home learning.

*For **Grades 11–12**, students will be assigned home learning as needed throughout the week. This will typically consist of a blend of short-term and longer-term project-based assignments across subjects. The focus remains on exam preparation and academic independence, with an emphasis on time management, research, and deep subject understanding.*

ASSESSMENT

GAA assessment beliefs and practices focus on mastery of the standards and proficiency of the learning objectives. We will provide feedback on attainment of the assessed standards through a traditional grading scale of A-F. F represents not meeting standards and/or not submitting the assigned formative or summative work. Formative work is assigned regularly as a means of preparing a student for the summative. This work will be graded and entered into the grade book.

Our assessment practices include:

- Regular formative and summative assessments
- Formative assessments are completed and feedback provided prior to the summative assessment
- Assessments are aligned to and directly measure standards
- ATL skills are developed and reported separately from the standards
- ATL skill feedback provides students with opportunity to reflect and grow
- ATL skills support active learning and do not calculate toward grades
- Assessment success is reported on PowerSchool. Additional feedback is offered on Managebac for scholars enrolled in IB courses.
- Rubrics define mastery criteria in relation to formative and summative assessments
- Letter grades are reported on quarterly and semester reports for grades 6-12
- Letter grades, percentages and GPA are reflected on transcripts for grades 6-12. Student GPA is only reported once per year at the end of the year.
- Transcripts for graduating seniors will be provided to the designated entities as shared in Unifrog by the student.

LATE SUBMISSION

If a student does not meet a submission timeline, that student must apply for an extension. The extension form asks students to state the reason why the timeline was not met, and the corrective behaviors that will be utilized for future assessments. The student will negotiate a new timeline for the original work and complete it on that agreed upon schedule. The student will receive Insufficient Evidence (IE) in the gradebook. Once the student completes the assessment the IE will be replaced by the grade earned.

If the student repeatedly misses timelines, the student will be asked to attend after school detentions to complete work in a timely manner.

If a student has been given permission to submit work late, they are to complete the designated late submission form that can be provided by their respected advisor, Principal, Vice Principal or Dean of Students.

EXAMS

Students complete internal exams at three key points during the academic year to support instructional planning and measure academic progress. There are no reassessments for exams. Students sitting an American Diploma exam may be given a make up day if they provide a medical note on Hospital letterhead. This policy is not applicable for AP or IB World Exams.

- **Baseline Assessment (August/September – First Two Weeks):**

A 60-minute assessment used to gather initial data on student understanding and identify areas of prior knowledge. This supports teachers in tailoring instruction early in the year. Weighting: Same as a Formative Assessment

- **Mid-Year Assessment (January/February):**

An internally designed assessment to check progress toward year-end learning goals and inform next steps. Weighting: 5% of the Final Grade (Y1), 10% of the Semester 1 Grade (S1).

- **End-of-Year Assessment (May/June):**

A culminating assessment that measures overall mastery of course content. Weighting: 20% of the Final Grade (Y1)

REASSESSMENT PROCEDURE

A summative assessment is a judgment/ evaluation of performance on a particular standard, at a certain point in time. The purpose of offering a reassessment of an assessment, then, is to allow a student who has not performed to their potential due to factors that may have negatively impacted their performance during a summative. The purpose is not to gain further formative feedback (which should occur with formative assessments).

The procedures and conditions for reassessment are as follows:

- *Reassessment opportunities will be available to students with good reason for doing so. That is, if they have not performed to expectations due to tangible factors that may have impacted their performance during the assessment. This does not include simply wanting to get a better grade (for whatever reason), realising they have not studied enough or paid appropriate levels of attention to formative feedback leading up to the assessment, and so on.*
- *Students will only be allowed to reassess one time a semester per subject. Teachers will keep track of reassessments.*
- *In order to apply for consideration for a reassessment, students must complete the GAA Reassessment Application Form within one week of receipt of their grades. **Students must obtain approval from the Principal or Assistant Principal.** Students must comply with teachers reassessment tasks prior to taking the reassessment. Note, the application form requires:*
 - *an action plan that outlines a learning plan that will take place between the first assessment and the reassessment to ensure the reassessment provides a clear benefit*
 - *a reflection articulating the desired learning progression of the standard(s) being assessed*
 - *a proposed date and time for the reassessment (to be considered by the teacher)*
 - *parent acknowledgement supporting the reassessment.*
- *All (written) reassessments will take place after school on Wednesday afternoon beginning at 3:15 p.m.*
- *The teacher will design the reassessment to assess in a similar manner as the original assessment. Upon approval from admin, the assessment may also be designed only to specifically target standards missed, in which case the breakdown of grades to be counted must be pre-determined and approved.*
- *Reassessments requiring the teacher's time (oral, performance based assessment) must be scheduled with the teacher within 2 weeks of the original summative assessment (thus, applications should be submitted as soon as possible)*

- *Attainment on reassessments will replace the original proficiency level.*
- *Assessment events, such as an exhibition, concert or end-of-course exam, may not be eligible for reassessment; this would be communicated prior to the event.*
- *No reassessments are offered after the final grade report has been finalized.*
- *AP reassessments are available in adherence to the GAA policy for reassessments.*
- *IBDP assessments are not offered in IBDP courses (please see the [GAA IB DP Handbook 26-27](#) for details)*

MISSED ASSESSMENT PROCEDURE

Valid reason for absence

- *The absence must be **excused** according to the school's attendance policy with a signed doctor's note.*

Student responsibility

- *The student is responsible for checking with the teacher upon returning to school to determine when and where the assessment will be completed.*

Make-up timeline

- *The assessment should be completed **by the following Wednesday during the reassessment in the MPR.***

Failure to complete the make-up

- *If a student does not attend the scheduled make-up on the following Wednesday without an approved reason, the assessment should be recorded as **Missing/Incomplete** and referred to the **Head of Grade/Dean** for follow-up.*

END OF COURSE PROCEDURES GRADE 12

End of Course (EOC) examinations or projects are completed by students in Grade 12 at the end of the year. These exams are cumulative and not eligible for reassessment. As with all assessments the GAA Academic Honesty policy is enforced. Incidences of plagiarism will result in attainment of F as there is no means by which the instructor can assess the student's understanding of the standards.

GRADING SYSTEMS & GRADE POINT AVERAGE SCALE

Letter grades (A to F) are awarded for all courses in Grades 6 through 12. IB courses will reflect the IB grading scale of 1-7. AP courses will reflect the AP grading scale of 1-5. For more information on IB Course grading, please see the GAA IBDP Handbook. Students' grades are communicated to (US) universities using the GAA transcript and the calculator of a student's GPA (Grade Point Average). GPA is an average calculation using course results weighted to their credit value over the high school years (Grades 9-12). The standard GPA is reported using a 4 scale.

(Due to their rigor, AP and IB SL courses receive an additional GPA 0.25 weighting, IB HL courses receive an additional 0.50 weighting, and Honors courses receive an additional 0.15 weighting.)

Grading at GAA						
%	A-F	IB		AP	GPA	
<i>Aligned to ADEK</i>		1-7		1-5	0-4.3	
Grade Scales	Letter	SL	HL		GPA Scale	Additional weighting for IB SL/HL, AP and Honors courses
97-100	A+	7	7	5	4.0	<i>Additional 0.25 SL</i> <i>Additional 0.5 HL</i> <i>Additional 0.25 AP</i> <i>Additional 0.15 Honors</i>
93-96	A	7	7	5	4.0	
90-92	A-	6	6	4	3.7	
87-89	B+	6	6	4	3.3	
83-86	B	5	5	4	3.0	
80-82	B-	5	5	3	2.7	
75-79	C+	4	4	3	2.3	
73-74	C	4	4	3	2.0	
70-72	C-	3	3	2	1.7	
67-69	D+	3	3	2	1.3	
65-66	D	2	2	2	1.0	
60-64	D-	2	2	1	0.5	
< 60	F	1	1	1	0	

Updated to adhere to the ADEK School Curriculum Policy (October 2025)

ASSIGNMENT TYPE AND WEIGHTING

Assignment Type	Purpose	Description	Weight %
Formatives	To provide authentic data for teachers to adjust their learning engagements to optimize learning. To help students monitor their own learning and develop metacognitive skills (assessment as learning), and to support learning by providing feedback during the learning process (assessment for learning).	Used continuously, with student involvement to encourage student reflection and self-regulation, leading to more effective independent and empowered learners. For example: Homework (Reinforcement assignments completed at home); exit tickets, checks for understanding; draft submissions, peer/self-assessments, etc.	0%
Minors	To support learning by providing feedback during the learning process (assessment for learning).	Used continuously during instruction to inform teaching and help students improve. Clear rubrics with grading criteria must be provided, supported by moderation for consistency and invigilation protocols to maintain assessment integrity. For example: Notebook checks; Quizzes (Short assessments checking understanding of recent content); outlines, classroom discussions etc.	30%
Majors	To evaluate what students have learned at the end of an instructional period (assessment of learning).	Used after instruction is complete to measure student learning against defined standards (often for grades). Clear rubrics with grading criteria must be provided, supported by moderation for consistency and invigilation protocols to maintain assessment integrity. Students cannot have more than 2 Summative assessments/Exams in one day. Teachers are required to add assessments to the specific Grade-level Assessment calendar at least 7 days before the assessment. If a student has more than 2 Major assessments scheduled on a day, they are required to email their	70%

		respective teachers as well as their counselor, asking for one of the assessments to be rescheduled. For example: Projects (Creative or collaborative extended tasks assessing application of knowledge); Tests (Chapter/unit assessments measuring overall mastery); Laboratory write-up; Portfolios (if judged at the end).	
--	--	---	--

PROGRESS REPORTS AND REPORT CARDS

Progress reports and report cards are a chance for students and parents to receive feedback on how students are achieving in their classes. This is an opportunity to strengthen the relationship between the teacher and the student by developing their inquiry, reflection and advocacy skills so that they can forge a stronger path to success. We encourage parents to contact teachers if they have questions or concerns about student progress.

The purpose of the progress and report cards are to clearly communicate with students, parents, and teachers, the students' level of proficiency towards GAA's adopted standards. Students own their outcome through study, partnership with their teachers and peers, utilizing their ATL skills, and tracking their academic outcomes. The marks on the progress reports reflect the attainment of graded formatives and summatives. These marks are reported as grades A through F (using percentage or marks) as shown in the above grading table.

- Alpha grading on progress reports and report cards reflect student's attainment of assessed standards for the marking period. Progress reports are sent home quarterly and are accompanied by comments from teachers and advisory staff. Grades on report cards reflect the letter grade for the course as a whole. These reports are received after Semester 1 (mid-year) and Semester 2 (end of year).

GRADE CHANGE / APPEALS

A grade appeal will be considered in cases of arbitrary grading or teacher error. It is not a guarantee that a change to a grade will be awarded. The appeal process provides a chance for the student to request a review of evidence that they provide to support a claim that a grade was incorrectly or unfairly determined. In the absence of evidence, the grade assigned by the instructor will remain the same.

- **Arbitrary grading-** The grade awarded represents a substantial departure from accepted academic norms or established standards, as to demonstrate that the instructor did not exercise professional judgment correctly.
- **Error-** The instructor made a mistake.

The grade appeal procedure applies only when a student initiates a grade appeal and not when the instructor decides to change a grade on his or her own. This procedure does not cover instances where students have been assigned grades based on academic dishonesty or academic misconduct.

Appeals Process

1. The student who wishes to request a grade change, must email the teacher **within one week** of the initial grade being issued.
2. If the issue is not resolved after emailing the teacher, the student may submit a written grade appeal within one week of receiving the grade, along with any necessary evidence, to the appropriate division principal or IB coordinator within one week of speaking with the teacher. The appeal should be based upon not having received instruction for what was assessed, errors in the assessment or an incorrect assessment.
3. The principal will request a written explanation from the teacher for further clarification. The principal will work with the head of department and one other member of the department to gather any additional information and make determination if a grade change is warranted.
4. If the grade change is not warranted, the principal will notify the student, parent and teacher in writing.
5. If it is determined that a grade change is warranted, the principal will work with the teacher and head of department to determine the appropriate grade.
6. The principal, teacher, student and parent will sign the grade change form and the grade will be changed in the student information system by the system engineer.

**Prior to the finalizing of end of year grades, an instructor may change a grade for a course or assessment on his or her own initiative. An instructor may request a grade change by emailing the appropriate division principal and student information systems engineer of the change. Grades will not be changed to "push a student to a higher mark" or in consideration of a desired outcome post awarding of grades. Students and families should review regularly on PowerSchool and Managebac their students' academic outcomes and partner with teachers on how to reflect stronger understandings.*

FAILING GRADES

If a student fails to meet passing levels of attainment in a course, the student will not earn the associated credit. If the course is required to meet GAA graduation / diploma requirements then the student must enter the Credit Recovery process.

CREDIT RECOVERY

Semester One:

Should a student earn a failing grade (F) for any course at the end of Semester One, the student would need to enter Credit Recovery. The process will be as follows: the student will be given the opportunity to resit the mid-term exam after a study period communicated to the student and parents. Should the student fail this credit recovery program, the student's grade will remain and they may not earn credit for the course at the end of the year based on the average of the two semesters. Should the student be successful in credit recovery, the student's Semester 1 grade will be capped at 60.

Semester Two:

Should a student earn a failing grade (F) for any course at the end of Semester Two, the student would need to enter Credit Recovery. The process will be as follows: the student will be given the opportunity to resit the final exam after a study period communicated to the student and parents. Should the student fail this credit recovery program, the student's grade will remain and they may not earn credit for the course at the end of the year based on the average of the two semesters. Should the student be successful in credit recovery, the student's Semester 2 grade will be capped at 60.

Should the student fail 3 or more courses, they will repeat the academic year. For example, if a student in Grade 9 fails 3 or more courses in an academic year, they will re-enter grade 9 the following academic year.

If a student fails 1 or 2 classes they will have the opportunity to complete a summer credit recovery program.

PROMOTION / RETENTION / NON-CONTINUANCE

Students in Grades 9-12 are promoted based upon the completion of a specific number of credits. The number of credits required for promotion is:

FROM GRADE	
9 to 10	6 credits (Including ADEK Mandatory classes as well as English, Math, Science, Social Studies)
10 to 11	12 credits (Including ADEK Mandatory classes as well as English, Math, Science, Social Studies)
11 to 12	18 credits (Including ADEK Mandatory classes as well as English, Math, Science, Social Studies)
Graduation	22 credits (Including ADEK Mandatory classes as well as English, Math, Science, Social Studies)

Students failing to meet the academic and/or behavior expectations of GAA may be required to take part in credit recovery courses if they fail to pass certain subjects that are required for graduation. (see section above)

The above guidelines would apply to students enrolled in and failing:

- **Arabic**
 - All Grade 9 students (enrolled in Arabic).
 - All Native Arabic students in Grade 10, 11 and 12.
- **Islamic**
 - All Native and Non-Native Islamic students in Grade 9, 10, 11, and 12.

CREDIT RECOVERY SATURDAY SCHOOL

To support student success and ensure the completion of course requirements, Saturday School will be offered twice each quarter for students in Grades 6–12 who have not fulfilled the credit requirements for the current quarter due to excessive absences, missing or incomplete assignments, or other outstanding academic requirements. With four quarters in the academic year, students will have multiple opportunities to recover credit, make up missed learning, and complete outstanding work. Saturday School will be held from 9:00 a.m. to 12:00 p.m. and will provide a structured, supervised environment where students can receive teacher support and work toward meeting course expectations. Attendance may be required for students identified by the school, and families will be notified in advance.

ADEK COMPULSORY COURSES

Students in grades 6-12 who fail to meet the standards in the ADEK Compulsory courses (including Arabic, Islamic Studies, UAESS and Moral Education) will be required to reassess and/or repeat the course/year (as defined by ADEK policy).

1. The Resit (Second Session) Examination

- *The Opportunity:* Students who fail to meet the passing requirements in a subject during the regular school year are given a final opportunity to clear the subject by sitting for a Second Session (Resit) Exam.
- *Timeline:* These are centrally coordinated in-person exams usually held mid-July.
- *The Rule:* If a student passes the resit exam, they clear the course and are promoted to the next grade level. The MoE strictly states that no alternative or make-up exams are organized after this set resit period.

2. Repeating the Academic Year

- *General Rule:* If a student fails multiple subjects, fails the mid-July resit exams, or misses the exams without a ministry-validated medical or exceptional excuse, they must repeat the academic year in their current grade level.
- *Track Retention Requirement:* For High School students (Grades 9–12) who fail and wish to remain in the demanding Advanced Track, they must submit a formal request to the school administration to repeat the year, accompanied by a written undertaking.

STANDARDIZED TESTS

Students in Grades 6 to 10 take the NWEA Measure of Academic Progress (MAP) tests in Fall, Winter and Spring. This is an adaptive standardized comprehensive test that measures a student's abilities and achievements in Reading, Language Usage, Mathematics and Science. Scores are reported to parents and become part of the student's school records. This data is used to help our instructors measure attainment of proficiency and craft meaningful lessons aligned with our students' academic needs.

Students in Grades 7 and 9 will also take the Cognitive Abilities Test (CAT4) during the first few months of the school year. The CAT4 is designed to assess students' reasoning abilities across a range of cognitive

domains, rather than their curriculum knowledge. The results provide insights into students' strengths and preferred ways of processing information, helping teachers tailor instruction and provide appropriate support and challenge to meet individual learning needs.

Data from MAP and CAT4 tests are used as part of the data picture for making decisions for placement in honors, AP and IB courses.

The Practice Standardized Achievement Test (PSAT) will be given each October to students in Grade 10. The PSAT is a standardized test from the College Board (USA) that is used as a predictor for how students will fare on the Standardized Achievement Test (SAT) used for some US college entrance, as well as eligibility for some US scholarships (NMSQT eligibility). In addition to predicting SAT performance, PSAT results provide valuable information about students' Advanced Placement (AP) potential. The College Board uses PSAT performance data to identify areas in which students are likely to be successful in AP courses, making the results a useful data point when considering AP course placement and academic planning. Parents interested in students sitting for the PSAT will need to coordinate with the curriculum coordinator to submit payment for the assessment.

Students in 6-12 will also participate in the Pupil Attitudes to Self and School (PASS) survey. It is a short self-evaluation survey conducted at the start and end of the school year to gain insight into attitudes that could be hindering achievement. It can capture feelings about school and teachers, and help to detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation.

Students in 6-10 will complete the New Group Reading Test (NGRT) in Fall, Winter, and Spring. It is an adaptive online assessment that measures reading and comprehension skills. The NGRT evaluates two key areas: how a student decodes written language and how well they understand what they read. Together, these provide a clear picture of individual strengths and areas for growth. Results are reported to parents and become part of the student's school record, helping our teachers identify learning needs, monitor progress, and provide targeted support aligned with each student's reading development.

ATTENDANCE

The school day for all grades commences at 7:45 a.m., dismissal time is 3:00 p.m. School doors open to students at 7:00 a.m. Students are welcome to wait in the cafeteria until 7:30 a.m. Students are required to attend school everyday and be mindful of when doctor appointments and early dismissals are requested. Parents/guardians should communicate all early dismissal requests to the Secondary Secretary. The hours for after school activities vary. Most activities start at 3:00 p.m. and finish at 4:00 p.m. Some activities conducted off-campus may finish later than this. 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.

ATTENDANCE PROCEDURE

Good attendance is essential for success at GAA. Therefore, parents are urged to schedule medical, dental and other appointments after school hours or during vacations and align family celebrations to school holidays wherever possible.

Definitions concerning Attendance (directly from ADEK):

Attendance - refers to the total number of school days attended by the student during the school year based on the ADEK approved GAA calendar.

Absence - Is defined as “not available for learning”. Regardless of the reason for the absence, the episode of not being present in the school is counted.

Authorized absence - a student is allowed up to 10 authorized absences a year. The following types of absences may be regarded as authorized when confirmed by a signed letter from Parents/Guardians or by way of official documents:

- Illness,
- Scheduled doctor appointments,
- Official community task,
- Mandatory appearance before an official body,
- Essential urgent family travel for matters such as medical treatment or the death of a family member.

Unauthorized absence - The following types of absences are to be regarded as unauthorized:

- Unnecessary travel.
- Other types of absences not included in the authorized absences list.

Truancy - is an unauthorized absence without Parents’/Guardians’ knowledge or consent, or if Parents/Guardians have colluded with the student so that the student is absent without authorization.

Dismissal - Students are expected to leave campus within 15 minutes of dismissal time unless they have an Extracurricular activity. Once students leave campus, they may not return unless they have a note or phone call from parents/guardians to the school or are accompanied by a parent/guardian. Students are only allowed 2 dismissals per semester. The accumulation of missed instructional time factors into the seat-time requirements in order to earn course credit per ADEK. Dismissals are not allowed before 9 am and after

2:00. See early dismissals below. Dismissals can only be approved by AP/Principal and must be given the day prior with documentation.

Tardy - a student is considered tardy if they are not in their assigned seat, ready to learn by the time the bell goes for the start of the period.

10% Absence Rate - Absence rates above 10% should be regarded as a cause for concern and will be logged as a child safeguarding issue with GEMS.

Attendance Percentage	GAA/ADEK Descriptor
99 - 100%	Outstanding
98 – 98.9%	Very good
97 – 97.9%	Good
96 – 96.9	Acceptable
95 – 95.9%	Weak
Below 95%	Cause for Concern

Attendance Procedure

All teachers will report attendance during the first 5 minutes of class each period as well as keep an accurate record for each class.

Parental Responsibility

If your child will be absent it is the parents responsibility to inform the school with the reason for the child's absence. Parents are asked to contact the attendance secretary by email no later than 7:30 a.m. In the case of a prolonged absence due to a medical issue, a medical certificate is required after 3 days of absence.

Parents must apply for Authorized Absence from school prior to the dates of the absence. If granted, the secretary will mark attendance data accordingly. It may be the case that after the 10 days of authorized absence, the school may decide that the remainder or any additional absence is not authorized and the student will be marked accordingly for those continued days of absence. Extended leave is reviewed on a case by case basis.

Parents are encouraged to respect the school calendar and avoid extending holidays past the scheduled breaks. This includes the days after the gradebook has been closed and graduation ceremonies completed (grades 5 and 8).

Student Responsibility

It is crucial that students take responsibility for their learning during any period of absence. This includes:

- **Communicating with Teachers:** Proactively reach out to teachers to inform them of absences and ask for any assignments or lessons missed.
- **Missed Work:** Ensure the completion of any missed assignments and study any material covered during your absence. Utilize available resources such as class notes and Google Classroom.

- *Meet Deadlines: Make arrangements with your teachers to submit any due assignments and to schedule make-up tests or quizzes, if applicable. Summatives must be scheduled a week after returning to school. Scheduling requests must be done via email.*

Active engagement and responsibility in managing absence will help maintain academic progress.

Tardy Behavior Management

- First period of the day (ADVISORY)

If a student arrives late to school, they are required to go directly to the Secondary Office immediately after arriving on campus in order to get checked in to be recorded as late and present.

- In School tardies

School staff will record every time a student is late to school. During the day, teachers will record tardies in PowerSchool. Consequences for tardiness will escalate with repeated infractions.

Communication		Consequence
Level One	Email per tardy	Information provided
Level Two	Warning I Email home by attendance secretary	Logged in PowerSchool
Level Three	Lunch reflection with HOG to make support plan emailed home to parents Logged in PowerSchool	Logged in PowerSchool
Level Four	Meeting with parents, student and Dean of Students Level I Warning Letter signed	Logged in PowerSchool
Level Five	Meeting with parents, student and Dean of Students and Assistant Principal Level II Warning Letter signed	Behavior contract Participation in Extracurricular activities will be curtailed Logged in PowerSchool
Level Six	Meeting to communicate Blocked enrollment for following School Year	Blocked re-enrollment for following school year, communicated in a meeting. • Parent • Dean of Students • Assistant Principal • Principal

Attendance Management

Based on the 10% ADEK guidelines, a student who has been absent for 18 days of school in a given academic year will be a cause for concern. The student and family will be logged as a child safeguarding issue with GEMS.

GAA will communicate concerns on the following timetable. It is our expectation that parents/guardians will partner with us to ensure their student commits to the school calendar and attends school throughout the academic year.

	Communication	Consequence
Level One	Automatic email sent to student and parent.	Information provided
Level Two	Email home and cc Dean of Students and Assistant Principal in the communication. Log communication in PS as a warning email sent home about absences.	Logged in PowerSchool
Level Three	Schedule a meeting with parents and the Dean of Students. Log communication in Power School as an email sent about absences - parent meeting.	Meeting regarding absences • Parent • Dean of Students • Assistant Principal
Level Four	Schedule a meeting with parents and the Dean of Students and Assistant Principal. Log communication in Power School as an email sent about absences - parent meeting.	Meeting regarding absences • Parent • Dean of Students • Assistant Principal • Principal Notice of Blocking for following School Year should absences go over 18 - 10%
Level Five	Meeting to communicate Blocking for following School Year	Blocked re-enrollment for following school year, communicated in a meeting. • Parent • Dean of Students • Assistant Principal • Principal
5 consecutive with no parent communication	Log in GEMS Child Safeguarding portal	

Truancy Management

If a student is 20 minutes late to class or more but has been previously recorded as present at school, GAA will regard the student as having been truant.

If a student is truant for a portion (>20 minutes of a class) or the entire class, his/her parents will be informed by the teacher. The student will meet with the Dean of Students, who will take appropriate action, in line with our behavior policy (Level 2 infraction).

SCHOOL DISMISSAL

Students are expected to leave campus within 15 minutes of dismissal time unless they have a school-sponsored activity. If students have not been picked up by 3:15 p.m. they will be asked to move to the cafeteria where they can wait to be picked up. Once students leave campus, they may not return unless they have a later activity or are accompanied by a parent/guardian. Students may use Gates 1 (Main) and Gate 5 (Tennis Courts). Gate 4 (Bus) is reserved for bus-rider students.

Late to bus: *Buses leave promptly at 3:15 from Monday to Thursday and 12:15 on Fridays. In respect to all bus users and their families, buses will not wait for late bus-rider students. In case a student is late to a bus, the parents will be called for pick up or for authorization to take the late bus (4:30 departure).*

BUS REGULATIONS

Students who use the school bus either regularly or as a guest at any time on special occasions must observe the following expectations:

- *Students are expected to demonstrate respect for the driver, the conductor and other passengers at all times.*
- *Students must be seated with a buckled seat belt at all times.*
- *Students are not permitted to shout or engage in horseplay (kind hands and feet) or use disrespectful language at any time on the bus (kind words).*
- *Students are expected to keep the buses tidy and not dispose of rubbish on the bus floor.*
- *Students are not permitted to eat or drink on the bus.*

Please be aware that all school buses are equipped with CCTV. Please be aware that students can lose the privilege of riding the school bus if they have challenges meeting the transportation expectations.

EARLY DISMISSAL

*Early dismissals should be avoided if possible, as they interrupt valuable learning time, cause students to miss important instruction and collaboration, and can make it harder for them to keep up with the flow of lessons. Consistent attendance until the end of the school day helps ensure students can be fully engaged and successful in their learning. **Students are only permitted two early dismissals with documentation per quarter.***

If there is an emergency that requires early leave or an unavoidable reason for early dismissal (such as medical appointment that is not possible to schedule outside of school hours), the following procedures must be followed:

Parent/Guardian Request

- *Parents/guardians must email the Secondary Secretary directly.*
- *Phone calls are not accepted unless in emergencies (e.g., medical, safety).*
- *The email must include:*
 - *Student's full name*
 - *Grade level*
 - *Specific time of dismissal*
 - *Reason (e.g., medical, family emergency, appointment)*

Dismissal requests made after 2:30 PM will not be processed, except in emergencies. Late dismissals often cause operational disruption and safety risks.

Verification & Logging

- *The Attendance Secretary verifies the email source.*
- *Dismissal is logged immediately in PowerSchool, visible to teachers and staff.*
- *Email is stored for recordkeeping.*
- *Students using parent emails themselves will trigger a follow-up with families.*

Locating the Student

- *Attendance Secretary confirms class location and arranges pickup:*
 - *If in class: sends a dismissal slip or staff runner.*
 - *If out of class: uses walkie-talkie or calls relevant staff.*
- *If the class is in a location without PA access (e.g., Room 290), an alternate contact method is used (email, runner).*

Pickup & Exit

- *Student signs out at the designated dismissal point (e.g., Attendance Desk).*
- *Security cross-references the dismissal log before allowing exit.*
- *Any adult collecting the student must present identification and be on the authorized pickup list in PowerSchool.*

Improper or Unverified Dismissals

- *Students attempting to leave without authorization will be stopped.*
- *If a student is found to have used their parent's email or requested a fake dismissal, this will be flagged for disciplinary follow-up.*
- *Security will report any attempt to leave campus without dismissal clearance.*

Minimizing Unnecessary Dismissals

- *Early dismissals for non-essential reasons (e.g., avoiding traffic) are not acceptable.*
- *Parents and students are reminded that early dismissals count as partial absences and will impact attendance records.*
- *For medical appointments, verification may be requested.*

Frequent Dismissal Monitoring

- *If a student receives 5 or more early dismissals in a calendar month, a flag is added in PowerSchool.*
- *This triggers automatic notification to the:*
 - *Pastoral Team*
 - *Safeguarding Lead*
 - *Attendance Committee*
- *Intervention may include:*
 - *Parent meeting*
 - *Review of wellbeing/academic progress*
 - *Adjustments to dismissal permissions (e.g., limiting who may collect the student)*

Phone Use Policy Related to Dismissal

- *Students are not permitted to use personal phones to request early dismissal.*
- *Teachers should not send students to the office to use the phone unless it is for:*
 - *Illness (via nurse)*
 - *Emergency (via counselor or SLT)*
- *All dismissal requests must originate from the parent/guardian, not the student.*

CODE OF CONDUCT - BEHAVIOR EXPECTATIONS

GAA will provide a secure and safe learning environment, to help our students achieve. GAA is committed to developing social responsibility and reinforcing ethical and moral values among students so that they demonstrate respect for each other and value individual differences.

Our goal is to teach and model appropriate positive behavior among all students in order to create a positive culture of kindness in our community that promotes learning. Acknowledging students who exhibit positive behaviors reinforces this culture of kindness and leads to improved academic and behavioral outcomes for all students. Students are acknowledged for positive behavior in a number of ways, such as through celebration of "Advisor's Choice Awards".

GAA has identified the following general school expectations to teach and promote our high standards of responsible behavior:

- **Be Present**
- **Be Ready to Learn**
- **Be the Best You Can Be**
- **Be Kind**
- **Be Focused**
- **Be Brave**
- **Be an Ambassador**

Be Kind

GAA fosters a culture of kindness. Students are taught values of kindness and are expected to treat others with kindness.

We believe that a positive academic and social climate is necessary for student learning. We also believe that responsibility for establishing this climate is shared by each student, faculty member and parent. We value having students follow reasonable rules and it is important for students to understand their purpose. Part of the learning process involves making decisions and sometimes making mistakes. However, we expect that students will learn from their mistakes and demonstrate growth.

At GAA a proactive, collaborative and restorative approach is used to solve issues. This involves reflecting upon harm that has occurred, and how relationships can be repaired in our community. Students, parents, teachers and administrators are committed to working together to maintain high standards of behavior, to support students in feeling physically and emotionally safe. Students are expected to abide by school rules and procedures whenever they are at school, or participating in after-school and school events. Additionally, students are held responsible for their online behavior, if it impacts the learning environment at GAA.

STUDENT RIGHTS AND RESPONSIBILITIES

The following table is a statement of responsibilities and rights. It is through mutual acceptance of responsibilities that rights exist. A right exists only to the extent that there is a responsibility on the part of others to respect that right.

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
EVERY STUDENT HAS A RIGHT to relevant and high quality education.	EVERY STUDENT HAS A RESPONSIBILITY to: • be dressed in full uniform • attend all of their classes, on time • take materials to class • complete and turn in assignments on time • give every task their best effort
EVERY STUDENT HAS A RIGHT to be physically and emotionally safe and secure in the school community.	EVERY STUDENT HAS A RESPONSIBILITY to respect the safety needs of others and deal with conflict in an appropriate manner.
EVERY STUDENT HAS A RIGHT to expect reasonable, respectful and socially responsible behavior from others.	EVERY STUDENT HAS A RESPONSIBILITY to treat themselves and others with respect by speaking and acting in a socially responsible manner.
EVERY STUDENT HAS A RIGHT to a positive learning environment.	EVERY STUDENT HAS A RESPONSIBILITY to follow class rules by: • being seated by the time class starts. • listening attentively. • following directions. • giving others an opportunity to learn. • remaining in class until dismissed by the teacher. • moving through the buildings in an orderly manner.

EVERY STUDENT HAS A RIGHT to be part of a school of which they can be proud.	EVERY STUDENT HAS A RESPONSIBILITY to take pride in their school by helping maintain the campus, the buildings and all materials and equipment.
EVERY STUDENT HAS A RIGHT to maintain a positive reputation.	EVERY STUDENT HAS A RESPONSIBILITY to respect the reputation of others and the school (ex. on social media).

STUDENT BEHAVIORAL EXPECTATIONS

GAA is a school that honors and promotes respect for others, inclusiveness and individual differences. We believe that ethics and values are essential in a principled community, and expect behavior that upholds the dignity and self-worth of all community members.

The primary responsibility for a student's behavior rests with the individual student. Students not adhering to GAA rules / policies will receive consequences, in line with the behavior policy. They will be supported in understanding how their behavior has caused harm to the community, alongside working to repair relationships.

Be a GEM Expectations

The GAA Secondary School follows the Be a GEM framework to foster a positive, respectful, and engaging school culture. Through this framework, students are explicitly taught the behaviors, attitudes, and habits that support personal growth, academic success, and positive relationships. These expectations are reinforced consistently throughout the school year and serve as the foundation for our school community.

Students are expected to demonstrate the seven Be a GEM expectations:

- *Be Present – Attend school regularly, arrive on time, and actively participate in all learning opportunities.*
- *Be Ready to Learn – Come prepared with the necessary materials, complete assignments, and engage positively in class.*
- *Be the Best You Can Be – Take pride in your work, set high standards for yourself, and strive for continuous improvement.*
- *Be Kind – Treat others with empathy, respect, and compassion, helping to create an inclusive community.*
- *Be Focused – Stay on task, minimize distractions, and make choices that support learning.*
- *Be Brave – Take positive risks, advocate for yourself and others, accept challenges, and learn from mistakes.*
- *Be an Ambassador – Represent yourself, your peers, and GAA with integrity, responsibility, and pride both on and off campus.*

Positive behaviors aligned with the Be a GEM expectations will be recognized and celebrated throughout the school year. Behaviors that do not meet expectations will be addressed through restorative conversations, reflection, and appropriate consequences in accordance with the Student Handbook. Restorative practices

are used to help students develop self-awareness, repair relationships, and contribute to a safe and supportive learning environment.

At the beginning of each school year, High School students, teachers, and administrators will review a comprehensive behavior and discipline plan based on the Be a GEM expectations. This plan outlines the specific behaviors expected in all areas of the school and provides students with a clear understanding of how they can contribute positively to the GAA community.

Honesty / Ethics

We strive to have all of our students live up to the high standards at GAA and it is imperative that students always tell the truth when speaking to any adult at school about a behavior issue. Consequences for not being immediately honest with an adult regarding a behavior issue will result in escalated consequences.

Compliance with Rules

Students shall comply with all rules and regulations adopted by GAA which will be enforced by school administration and staff. The following rules identify, but do not limit, the types of activities covered by the school rules and regulations.

- On the school grounds or in the vicinity of the school during and immediately before or immediately after school hours.
- On the school grounds or in the vicinity of the school at any other time when the school is being used by school groups.
- Off the school grounds at a school activity, function, event or any school-sponsored trip.
- Off the school grounds in any case involving local law, provincial, or national authorities.

CELL PHONE USE

Mobile Device Usage Guidelines at GAA:

- Students may bring mobile devices to school during transit to and from school.
- Upon arrival at school, mobile devices must be turned off completely (not just silenced) and stored securely in the student's school bag for the entire school day.
- Mobile devices that are seen, heard, or used during the school day will be confiscated immediately and secured in the Divisional Secretary's office.
- After-school hours (post-3:00 p.m.): Mobile devices may not be used within the school building. Limited use is permitted only in these designated areas and with permission:
 - Divisional Offices (after secretary approval)
 - Main Reception
- The school holds no responsibility for the damage, loss, or theft, of a student's mobile device including on school-sponsored trips.

Consequences for Unauthorized Use:

- *First Offense:*
 - *Mobile device will be confiscated by the teacher, Head of Grade or the Divisional Dean.*
 - *Returned at the end of the second school day.*
 - *First warning letter issued to the student and communicated to parents.*
- *Second Offense:*
 - *Phone held until a parent meeting with the Divisional Dean or Assistant Principal.*
 - *Second warning letter issued.*
- *Third Offense:*
 - *The student loses the privilege of bringing a mobile phone to school.*
 - *Phone returned only to parents.*
 - *Final warning letter issued, and a conduct meeting scheduled.*

Parent Communication Protocol:

- *Parents should not call or message their children directly (including via apps like WhatsApp or iMessage) between arrival and 3:00 p.m.*
- *For urgent matters, parents should contact GAA Reception/Divisional Secretaries.*
 - *Main Switchboard: +97122019555*
 - *Secondary Secretary: +97122019633*
 - *Elementary Secretary: +97122019628*
- *Students who need to reach home in emergencies may request to use phones in the Reception or Divisional Office.*

Digital Misconduct:

Any message, image, or content sent electronically between GAA students that is deemed vulgar, derogatory, obscene, or defamatory will result in:

- *Immediate loss of the ability to bring any mobile device to school.*
- *Disciplinary action under the GAA Behavior Policy, potentially including suspension or expulsion.*
- *Parents are expected to monitor their child's digital behavior in line with school and UAE expectations.*

Please note: *GAA reserves the right to search the content of any mobile device on the school premises where there is reasonable suspicion that it may contain undesirable material, violence or bullying.*

Extracurricular Activities Note:

Students are expected to adhere to the same guidelines when participating in Extracurricular activities. This means that mobile devices should not be seen at any time and should not be used by students without explicit permission from a GAA staff member.

BEHAVIOR POLICY

General Behavior

It is the responsibility of each student to evaluate the appropriateness of, and to be accountable for, all of his/her actions. Any indecent, discourteous or disruptive act is inappropriate and unacceptable. This includes any action inside or outside the classroom or through online platforms which interferes with the educational process or the well-being of others. Student misconduct is categorized into three levels, with each level resulting in a disciplinary approach for modifying and correcting student behavior appropriate for the misconduct. The following list of unacceptable actions and definitions is provided as a guide but is not intended to be a complete list.

Confidentiality

*GAA does **not** disclose consequences of student behavior(s) with anyone but the parents/ guardians of the student. Please understand this limitation is in place to protect the privacy and safety of all minor individuals involved. It ensures that the handling of sensitive information remains within appropriate legal boundaries.*

GAA will disclose details of a case, incident reports and CCTV footage, if requested by ADEK personnel and or Abu Dhabi Police.

ACCESS TO CCTV RECORDINGS **CCTV recordings are considered confidential.** *The School Principal, Assistant Principal, and Dean of Students are the only School-based staff authorized to view and retrieve CCTV recordings at their School. CCTV recordings of female students and staff shall only be monitored by female School Principals and Assistant Principals. All other School-based staff members are strictly prohibited from accessing recordings.*

CCTV records must be retained for a period of 180 days. In the event that an incident captured in a CCTV recording requires clarification beyond the School level, the School Principal or Assistant Principal must immediately notify the PSQA Sector, Licensing and Accreditation Division, in order to deal with the incident.

No copy of any recordings may be shared with any person or entity unless requested by a judicial order or by prior written approval from PSQA Sector's Executive Director. Copying or distribution of CCTV recordings is strictly prohibited and punishable by law, in 187 compliance with Federal Law No. (2) of 2006 on the prevention of information technology crimes.

Behavior levels and consequences

Level 1 - Level one behaviors are typically dealt with by classroom/homeroom teachers. Level one focuses on primary behaviors and immediate solutions. Repeated Level 1 behaviors will lead to Level 2 consequences.

Behaviors <i>Examples merely serve as possible behaviors and are not limited to the list below</i>	Consequences
• Unprepared for class - no stationary, computer charged etc. • Inappropriate use of language • Poor sportsmanship • Disrespect • Littering • Pushing or tripping • Leaving class for an extended period of time • Low-level teasing • Sleeping or eating during class time without permission • Tardiness to class • Being repeatedly late in the morning • Not complying with the completion of homework • Dress code violation (including sports uniforms). • Disrupting hallway, class, bus and/or school functions • Defying orders from School management and staff. • Off-task behaviors including: ○ Viewing websites or social media that are not part of the assigned class work. ○ Gaming during class ○ Talking to peers or moving around the classroom without permission • Neglecting requested parent signatures • Misbehavior as determined by teachers and/or school administration • Misuse of school facilities – including pool, gym, elevator, etc.	• The student will be reminded of the behavior agreement and encouraged to modify his/ her behavior accordingly. • Continued disruptive behavior in class, playground, or extracurricular activities will result in parent conferences, lunch reflections, and other forms of restorative actions. • Restorative conversation with classroom teacher or head of grade will take place • A formal log within PowerSchool • Parental contact will occur by the teacher/advisor who logs.

Level 2 - These behaviors are moderately serious behavior concerns or repeated Level 1 misbehavior. Any behavior that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage. Logical consequences for Level 2 breach of conduct will be decided by the Head of Grade and/or Dean of Students in consultation with the classroom teacher.

A record of the incident will be recorded. Parents will be notified by the Head of Grade or Dean of Students.

Behaviors <i>These examples merely serve as possible behaviors and are not limited to the list below</i>	Consequences
• Repeated level one behaviors • Skipping Class • Failing to attend school without an acceptable excuse • Sneaking into School after school hours without the presence of supervisors. • Dishonesty • Inappropriate display of affection • Having food delivered to school • Leaving or entering the classroom during class time without permission. • Repeated pushing/tripping • Inciting quarrels, threatening, or intimidating peers in the school • Discrimination/Mocking others • Verbal abuse or insulting a member of the school community • Causing minor damage to school or bus furniture • Viewing offensive material • Providing false documents (e.g. forging Parents'/Guardians' signatures). • Violation of Information Technology Acceptable Use Policy (Eg. Unauthorized online gaming, web browsing, etc) • Downloading programs and games that interfere with student learning or Acceptable Use Policy (This includes sharing games via USB sticks) • Sending unwanted and/or offensive (e)mail or messages (e.g. via chat) • Aggressive or constant teasing • Possession of items that are unacceptable in school	• A formal log within PowerSchool • Restriction of privileges and activities • Athletics Director will be informed regarding extracurricular activities • Detention or making up for missed work at lunchtimes, after school or at home • Mediation sessions • Parent contact will occur • 3-way conference between a member of the pastoral team, student and parent. • Individual behavior plan/contract • Confiscation of unacceptable items • Individual counseling, with ongoing instruction in personal and social development. • School-based community service. • Replacement/repair of damaged property. • Internal or external suspension. • All actions taken with regards to the Behavioral Protocols and expectations are decided by the Middle School Leadership Team.

• <i>Taking out and/or using mobile phones at school without permission</i> • <i>Using, promoting, possessing, and/or distributing tobacco and other tobacco-derived products</i> • <i>Recurring unexcused tardies</i> • <i>Indirect bullying</i> • <i>Blatant or repetitive defiance of a staff member</i> • <i>Selling items in school- candy, caffeinated drinks, food etc</i> • <i>Encouraging/Provoking Unlawful Behavior</i>	
• <i>Mobile phones, smart watches and earbuds distract from the learning environment and are not to be used during the school day. Students are required to turn off all phones and Smart Watches and follow classroom protocol with regards to putting them away. This is without exception. Students are not allowed to use their phone at school.</i> • <i>GAA assumes no responsibility for replacing these items if brought to school. Phones/smart watches on display, in use and/or that ring or buzz during class, may be confiscated and turned into the Secondary Office and subject to consequences. In the event that a student's Phone/Smartwatch/Earbuds has been confiscated, it will be returned at the end of each day. Students must hand the phone/watch</i>	

Level Three - Level 3 behaviors are serious breaches of the GAA behavior expectations and/or repeated behaviors of Level 2. A record of the incident may be recorded on the student's file. The Dean of Students, Assistant Principal or Principal in consultation with the classroom or duty teacher would initiate a follow up with the student involved and decide on appropriate consequences. Parents will be notified by a member of the Secondary Leadership Team (Dean, Assistant Principal or Principal).

Examples of level three behaviors	Consequences
• Repeated Level 2 behaviors • Academic dishonesty • Compromising safety for self and/or others • Racist comments or actions towards a community member • Physical intimidation towards a staff member • Willful damage to, or destruction of, School and personal property. • Assaulting others in the school, on the bus, or during school activities off-site, without causing injury to the victim. • Exchanging any inappropriate materials, such as letters or photos. • Bullying - Physical/Verbal • Intimidation, harassment, and/or defaming them on social media. • Violation of Information Technology Acceptable Use Policy E.g. Sharing or taking unauthorized photos or recording video of others- this includes any school activity, and school infraction etc. • Cyberbullying	• 3-way conference between administrator, student, and parent • Individual behavior plan/contract • Consultation with Counselor • School-based community service • Replacement/ repair of damaged property • Denial of privileges, activities, or participation within sports teams • Internal or external suspension • Referral to Principal for possible dismissal or nonrenewal • All actions taken with regards to the Behavioral Management Procedures are decided by the Pastoral School Leadership Team.

Level Four - Level 4 behaviors are the most serious breaches of the GAA behavior expectations and/or repeated Level 3 behaviors. Level 4 behavior is any behavior that results in physical danger to others, or which violates applicable laws in the UAE. A record of the incident will be recorded on the student's file. The Dean of Students, Assistant Principal or Principal in consultation with the classroom or duty teacher will initiate a follow up with the student involved and decide on appropriate consequences. Parents will be notified by a member of the Secondary Leadership Team (Dean, Assistant Principal or Principal).

Examples of level Four behaviors	Consequences
• Repeated Level 3 behaviors • Distributing (or participating in the distribution of) pornographic material. • Possessing, using, or distributing weapons or explosives. • Assaulting others in the school, on the bus, or during school activities off-site, and causing injury to the victim. • Possession of Drugs / Alcohol on campus* • Sexual harassment/ assault* • Theft of property • Hacking • Gross or flagrant violation of school guidelines that endangers the reputation of the school or other students	• 3-way conference between administrator, student, and parent • Individual behavior plan/contract • Consultation with Counselor • School-based community service • Replacement/ repair of damaged property • Denial of privileges, activities, or participation within sports teams • Internal or external suspension • Referral to Principal for possible dismissal or nonrenewal • All actions taken with regards to the Behavioral Management Procedures are decided by the Pastoral School Leadership Team.

**Students will neither be allowed to smoke nor be in possession of tobacco or e-cigarette (vaping) products under any circumstances on the GAA campus, including all of the parking lots. This also applies to all school-related functions whether on or off campus. Anyone caught smoking, smelling of smoke, or where the preponderance of evidence indicates the student was smoking or with a student who was smoking but did not report the violation will automatically be given a suspension.*

**Unlawful possession, use, or sale of any controlled substance or alcoholic beverage (including being under the influence of) is a serious matter, and a violation of the laws of our host country, the United Arab Emirates. Any infraction, including possession of drug paraphernalia while under the supervision of the school, subjects a student to expulsion and potential incarceration. GAA honors the local authority's guidelines as it relates to illegal substances.*

**Sexual harassment is defined as "unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting." This can also include, but is not limited to, sharing inappropriate pictures via email and on the Internet and inappropriate sexual advances conveyed in online forums such as social network, chats and email. School policy makes it clear that a student may be suspended from school or recommended for expulsion if the Head of School determines that the student has committed sexual harassment.*

Consequence definition:

- **Restitution** is intended to help students correct their wrong-doings by fixing the problem or by providing service to the school that restores the damage done to individuals, the facility, or the school culture.
- **Detention** can be issued in two ways:
 - **Lunch hour detention** is served – usually the day of the infraction – at lunch break in a supervised room.
 - **After school detention** is from 3.30 - 4.30 p.m. Parents will be notified by email at least one day in advance so that transportation may be arranged.
- **Behavior Plan** is created for students who show a pattern of repeating behavior(s). Students may be required to have their behavior signed off by classroom teachers and reported to administration on a daily basis. Failure to meet the expectations of the day may result in subsequent discipline.
- **Suspension** is the temporary removal of a student from school for various reasons which include but are not limited to disrespect for an adult, lack of cooperation, or disrupting the teaching and learning process. Students who are suspended lose their social privileges and extra-curricular eligibility for the duration of the suspension. Suspended students are not allowed to participate in school activities.
 - **In-School Suspension** is served in the office or a classroom designated by administration during the school days. Students will work independently on their assigned work and will have alternate break times.
 - **Out of School Suspension** is served at home. The student is responsible during the period of suspension for obtaining and completing the assignments given during the period of absence from classes. Students suspended out of school are not allowed on the premises at

any time during their suspension. In order for a student to return to school a parent meeting with either the Dean of Students, Assistant Principal, or Principal must take place.

- **Behavioral Probation** is determined by the administration for chronic or serious violations of school conduct. Behavioral probation includes a designated period of time, usually with disciplinary sanctions, given to the student to prove him/herself as a responsible member of the student body. Students on behavioral probation are restricted from participation in school activities unless Principal approval has been given.
- **Expulsion** is the permanent removal of the student from the student body and may occur for serious and/or repeated offenses. Only the Head of School, following the policy stated in the school board policy handbook and after recommendation of the Principal, has the authority to make the decision to expel a student. Students who are expelled for disciplinary reasons are not allowed to return to campus to attend any activities, nor may they re-enroll at a later date.

Any behavior or activity out of school that is illegal or brings disrepute to GAA will result in suspension or expulsion from school.

PERSONAL PROPERTY SEARCH

GEMS American Academy reserves the right to search the personal property of students - this includes the student's device if necessary. A search will be conducted if a GAA Faculty/Staff suspects a student of having brought an unsuitable or expressly not allowed element into school. Any search will follow the protocols below:

1. The students will be treated with dignity and respect.
2. The search will always occur with another staff member present.
3. If a classroom needs to be searched, the students will leave their bags in the classroom and wait outside.
4. The search will be documented for school purposes to include the time, result and any actions taken with regards to the result of the search.

If a search yields results:

1. A student behavior plan will be implemented or amended should one already exist.
2. Parents will be notified via formal communication.

BULLYING PREVENTION

What is bullying? Bullying is the repeated willful, conscious desire to hurt, threaten, frighten, intimidate or distress someone. Bullying can be:

Physical	pushing, kicking, hitting, pinching
Verbal	name calling, sarcasm, spreading rumors, persistent teasing
Emotional	excluding others, tormenting, ridiculing, humiliating
Racist	racial taunts or gestures
Sexual	unwanted physical contact or abusive comments

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

Bullying is wrong and should be reported. Students have the right to be safe from attack, harassment and nobody should expect you to be silent when you or others are being tormented or hurt. Tell your parents

about what is happening. Also tell the principal, a teacher, your counselor, the school nurse or any other trusted adult. Explain who is involved and what is happening. You may want to take some friends with you for support, especially if they have witnessed the incidents.

For Parents *If your child is a victim of bullying:*

Encourage your child to talk to you about their school and social life. Watch your child for signs of distress. Listen to your child and take any reports of bullying seriously. Do not keep the bullying a secret. Contact the principal or the counselor immediately. Work with the school to develop strategies to support your child.

If your child is responsible for bullying:

- Never ignore it.
- Make it clear that such behavior is unacceptable.
- Work with the school to develop strategies to change behavior.

CYBER-BULLYING

This involves the use of information and communication technologies to support deliberate, repeated and hostile behavior, by an individual or group, that is intended to harm others.

Students will be held accountable for cyber bullying whether it occurs on or off campus or during the school year or on breaks. The negative impact on the academic environment at GAA will be the deciding factor.

The consequences of **Cyberbullying** range from after school detention to out of school suspension.

COLLEGE APPLICATION DISCIPLINE REPORTING

On school reports provided to university admissions offices, specifically those associated with The Common Application, **GAA is obligated to report any disciplinary violations from the ninth grade forward**, as related to academic misconduct or behavioral misconduct that results in disciplinary action. These actions could include, but are not limited to, academic malpractice (including plagiarism and academic dishonesty), academic probation, suspension, or expulsion.

ACADEMIC HONESTY POLICY – STANDARD DIPLOMA/IBDP/AP

GAA expects and requires that students will uphold the highest standards of ethics and academic excellence. We expect our students to show integrity and develop into principled learners and we do our best to guide them. The Academic Honesty Policy represents our effort to guarantee that students are committed to building and maintaining a learning community of the highest integrity by carrying out academic tasks with honesty in all situations.

What Is Academic Honesty?

Academic honesty promotes integrity and respect of other peoples' work and ideas. Academic honesty is a commitment by the author to share his/her own ideas with an audience and if using someone else's ideas to properly cite those giving recognition to the author. Academic honesty is a principle informed by the attributes of the Learner profile.

Definition: "Academic dishonesty" includes, but is not limited to, the following:

- *Plagiarism (i.e., using someone else's ideas or words without giving credit to that person, including direct quotes, paraphrasing, paraphrasing software or summarizing).*
- *Collusion or copying another students' homework or independent assignments by any means (students who are observed in common areas looking at their own and another student's lab notebook, worksheet, or any other homework assignment would be assumed to be in violation of this rule regardless of the exact wording of their work. Equally, students submitting assignments with identical phrases in free-response sections would be assumed to have violated the policy).*
- *Allowing one's homework to be copied. In this regard, all homework is considered individual work unless otherwise stated by the teacher. As such, no student should physically give his/her homework to another student. If copying occurs, it will be presumed that the student who gave his/her homework to be copied will experience equal consequences as both students violated the Academic Honesty policy.*
- *Using written formulas, hidden reference sheets, notes, codes, or key words on one's person or objects for use on any test, quiz, presentation, or assignment without prior permission from the teacher; also, carrying such materials with the intention of using them on a test or exam.*
- *Looking at another student's test or quiz during its administration or using programmed material in watches, calculators, phones, MP3 players, smart glasses or computer programs without permission from the teacher.*
- *Giving answers or questions to another student during or after a test or quiz; receiving answers or questions from a student who is or has already taken a test or quiz (students engaged in any form of unauthorized communication while in the possession of a test or quiz may be presumed to be in violation of this rule).*
- *Using the Internet, Artificial Intelligence (ChatGPT, Gemini, etc.) laptop computers, text messaging, phone cameras, MP3 players, smart glasses, or other modern technology to plagiarize, copy, or share work with another student (including but not limited to copying and pasting in whole or in part material from the Internet, purchasing material from the Internet to be submitted as one's own work, using a translation program for a world language class, presenting lab data found on the Internet as one's original work, using e-mail to share individual homework assignments).*
- *Taking credit for work done by someone else (e.g., Artificial Intelligence (ChatGPT, Gemini, etc.), family members or tutors) including submitting rough drafts or similarly created documents completed by another person.*
- *Presenting invented data (e.g., lab results for lab activities that have not actually been conducted), information, or cited sources (in a bibliography/work cited) as authentic.*
- *Any deceitful means used on a test, quiz, or assignment, including but not limited to stealing electronic or paper copies of tests from teachers' classrooms or computers; receiving copies of tests, quizzes, or assignments from students who took the class in previous years; possessing unauthorized teachers' materials; taking credit for work not completed (as in group assignments); submitting the same assignment for credit in multiple classes without teachers' permission.*
- *Using AI tools, such as OpenAI or chatbots, for academic research purposes is allowed as long as the student references the use as all other resources are referenced. Submissions suspected of AI generation will be reviewed using detection software should a student submit a piece of work as their own and not site appropriately.*

- Any other behavior that could be reasonably construed as academic dishonesty, including class-specific expectations explained in teachers' syllabi.

Note: On cooperative work: all written work is individual work unless otherwise stated by the classroom teacher. Although it is acceptable to talk with classmates, friends, and family members about what you are studying and thinking, do not compose written work collaboratively, and make sure that written work you submit for credit is presented entirely in your own words when quotation marks are not used.

Procedures for Investigating Academic Dishonesty:

- The teacher will express concerns about the work that has been submitted by the student on Powerschool.
- Together, they will investigate the matter which will include a discussion with the student and a written statement.
- If, after investigation, it is found that the malpractice was not deliberate, the student will be given guidance and support in order to avoid such errors in future followed by a second chance to submit the work. (*please note that no malpractice is acceptable and that for IB internal assessments, the IB DOES NOT take into consideration one's intent)
- If the investigation reveals intent to engage in academic dishonesty, the work will not be graded, a record will be kept and the parents will be notified. The student will be provided adequate time to redo the original assignment for a grade. The record will be an internal GAA record.
- If academic dishonesty is detected in work submitted as an IB internal or external assessment, the work will be retained by the school, the student will be identified as having "nonsubmission", the IB will be informed and an N Grade will be awarded, thereby barring the award of an IB Diploma. Subject teachers will issue cover sheets for all such assessments that students will sign to acknowledge this consequence.
- School administration will be involved as needed during the consequence phase.

Students should recognize that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic honesty will be theirs alone. They should speak to teachers regularly about their work and show drafts at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources. Any breach of the academic honesty policy will be taken very seriously.

Consequences for Acts of Academic Dishonesty

Note: A preponderance of evidence is used to make determinations of academic dishonesty. All academic honesty violations will be reported to the Dean of Students. A record of the violation will be put in the student's permanent file. In cases of significant or repeated offenses, GAA will report acts of Academic Dishonesty to college admission officers.

First Offense at GAA:

1. Students will receive a mark of Insufficient Evidence for the assignment, test, quiz, project, or exam.
2. Students will be required to meet with the teacher, and, if deemed necessary, the HOD, IB/AP Coordinator, DoS, VP and P as required to discuss the importance of academic integrity and develop a plan to address and correct the infraction.

3. *Students will receive a notation of the violation in Powerschool.*
4. *Student will be required to complete a lunch reflection.*
5. *Student's parents will be informed of the violation.*
6. *The Student will be required to complete an alternative assessment aligned to the original standards being assessed.*

Second Offense at GAA:

1. *Students will receive a mark of Insufficient Evidence for the assignment, test, quiz, project, or exam.*
2. *Students and parents will be required to meet with the Principal and/or Assistant Principal to discuss the importance of academic integrity.*
3. *Students will receive a notation of the violation in Powerschool. This incident will be reflected on future school applications - including post-secondary applications.*
4. *Student will be required to complete two lunch reflections.*
5. *The Student will be required to complete an alternative assessment aligned to the original standards being assessed.*

Third Offense at GAA:

1. *Students will receive a mark of Insufficient Evidence for the assignment, test, quiz, project, or exam.*
2. *Students and parents will be required to meet with the Principal to discuss the importance of academic integrity.*
3. *Students will receive a notation of the violation in Powerschool. This incident will be reflected on future school applications - including post-secondary applications.*
4. *Student will receive an in school suspension*
5. *The Student will be required to complete an alternative assessment aligned to the original standards being assessed.*
6. *The student's future placement at GAA will be in jeopardy.*

Note: *If a student facing expulsion for an academic honesty violation has had no acts of academic dishonesty for at least one full calendar year, the school may choose, at the Principal's discretion, to allow the student to present information to support their ability to continue attending school and/or school related events.*

ACADEMIC HONESTY AND THE IBDP

It is the responsibility of GAA as an IB World School to uphold the integrity of all IB Examinations and internal assessments (IAs). As such, our academic honesty policy is in line with the IB expectations of and requirements for us as an IB World school. Please see details in [the GAA IB DP Handbook 26/27](#).

TECHNOLOGY – ACCEPTABLE USE POLICY (AUP)

Access to the school network and the internet is a privilege, not a right. Access is available only for educational and administrative purposes. The use of personal hotspots, VPNs or other proxies to circumvent GAA's network is prohibited. GAA's technology resources are to be used in accordance with this Acceptable

Use Policy (AUP) and all users will be required to comply with its regulations. Non-compliance may result in loss of privilege and disciplinary action. The following guidelines are intended to help users understand appropriate use. The school may restrict, suspend or terminate any user's access to the school's computer systems upon violation of the AUP.

This policy applies to all technology at GAA, including the facilities in the Theater and the Gym, not just computers and equipment in Labs.

BYOD (BRING YOUR OWN DEVICE)

At GEMS American Academy Abu Dhabi (GAA), technology plays an essential role in supporting teaching and learning. As an Apple-enhanced learning environment, we recommend Apple devices while continuing to support approved Windows laptops.

Recommended Minimum Specifications

Component	Apple (Recommended)	Windows (Supported)
Operating System	macOS Sonoma or later	Windows 11
Processor	Apple M2/M3/M4 or later	Intel Core i5 (12th Gen+) / Core Ultra / AMD Ryzen 5 7000+
RAM	16 GB	16 GB
Storage	256 GB SSD	256 GB SSD
Display	13" or larger	13" or larger
Battery	10+ hours	10+ hours
Wireless	Wi-Fi 6 or later	Wi-Fi 6 or later

Important Notes

- Apple MacBooks are recommended; Windows laptops are supported.
- Chromebooks, iPads and Android tablets are not suitable for the Grades 6–12 BYOD programme.
- Students must bring a fully charged device each day.
- Devices should be in good working condition and kept up to date.

Students must register their device with the IT Department to be given permanent access to the GEMS network. They will be required to log in to the network using individual login details. It is expected that each student will be able to connect up to two devices - their laptop and a tablet device. Phones will not be connected to our network.

It is an expectation that students attend school prepared with a fully-charged compliant device. If for any reason this is not possible then parental notification to the Secondary Office before the start of the school day is required. The consequences for not attending school with a fully-charged compliant device range from after school detention to out-of-school suspension.

ETHICAL CONDUCT

It is the responsibility of all users:

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

It is a violation to modify and/or copy any protected system files, system folders, or control panel files without prior approval of the Network Administration or IT Coordinator.

EDUCATIONAL USE

Users are responsible for the ethical and appropriate use of their network accounts. Any use of technology not directly related to education will be considered inappropriate.

RESPECT FOR OTHERS

Users should respect the rights of others using the technology resources.

- *Students are not permitted to tamper, use or handle any technology (laptops, phones, tablets, headphones, etc) which are the property of another student.*
- *Students are not permitted to take photos or videos of any individual (to include teachers, other students, staff and parents) at any time, as per UAE Law.*
- *Avoid deliberately attempting to disrupt network performance or interfering with the work of another user.*

RESPECT FOR SECURITY

Accounts on the systems at GAA are considered secure, although absolute security of any data cannot be guaranteed. Teachers can be provided access to student files for instructional or evaluative purposes.

- *Use only your account/password. It is a violation to give your password to any other user.*
- *Any attempts to transmit software designed to compromise the operation or security of the network is prohibited.*

RESPECT FOR PROPERTY

Software Copyright

- *Copyrighted software shall not be downloaded from the Internet or further transmitted in any form without compliance with all terms of a preauthorized licensing agreement. Infringement or violation of U.S. or international copyright laws or restrictions will not be tolerated.*
- *Any attempts to circumvent the licensing control or the copying of software from the network without the IT Coordinator's permission is prohibited.*

Hardware

- *Any attempts to move, repair, reconfigure, modify, or attach external devices to existing information and network systems without the Network Administration and/or IT Coordinator's permission is prohibited.*
- *Borrowing of school hardware is not permitted unless email authorization has been given from the IT Department.*

Audio Visual Hardware

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

INTERNET/WORLD WIDE WEB USAGE

Internet access is available to all students and teachers at GEMS American Academy. We believe these communication links offer vast, diverse, and unique resources to both students and staff, and their availability outweighs any possible access to information that is not consistent with the educational goals of GAA. Expected standards of conduct include:

- *The acknowledgement that access to the Internet is a privilege and not a right.*
- *Respect for the use of copy-written materials.*
- *Respect for the rights and privacy of others.*
- *E-mail is allowed during school hours only in connection with a classroom assignment.*
- *Downloading of unauthorized programs is not allowed.*
- *Compromising the security of the school in any manner is unacceptable.*
- *Respect for the values and ethics of the local host culture.*

Responsibilities:

- *All users are prohibited from accessing portions of the Internet that do not promote the instructional mission of GAA.*

- All school web pages are subject to initial approval of the Administration. All school web pages should reflect the mission of the school and adhere to the GAA Web Page Guidelines.

A violation of the above standards and any others included in the Acceptable Use Policy will result in a denial of access and possible further disciplinary action ranging from after school detention to out of school suspension.

GAA reserves the right to contact Law Enforcement Authorities where applicable and hold students responsible for the replacement cost of damaged goods.

STUDENT SUPPORT SERVICES

GEMS American Academy is an inclusive school that welcomes students who are English Language Learners (ELL), students with learning differences who require mild to moderate Learning Support (LS), and students identified as Gifted and Talented (GT). In addition, GAA offers a counseling program that promotes learning, Social and Emotional assistance and career and college counseling.

Inclusion at GAA offers support to students with additional learning needs across a range of settings, using methodologies matched to individual needs. Inclusion specialists work in close collaboration with subject area teachers to develop academic programs that enable each student to access the curriculum in a way that allows them to achieve their potential.

Service Delivery Model: GAA's inclusion provision operates within a Multi-Tiered System of Supports (MTSS), an internationally recognised framework that organises support into tiers of increasing intensity:

- **Tier 1:** high-quality, differentiated instruction available to all students in the mainstream classroom.
- **Tier 2:** targeted support for students who need additional help in specific skills or areas.
- **Tier 3:** intensive, individualised intervention for students with significant additional learning needs.

Within this framework, inclusion specialists provide support through two complementary approaches:

- **Consultative support:** Inclusion specialists work alongside subject leaders to plan and embed accommodations, differentiation, and evidence-based strategies into everyday classroom teaching. This builds capacity within the mainstream classroom so that students are supported across their full timetable.
- **Intervention support:** Identified students receive targeted, direct teaching through Learning Support classes, prioritised by need and aligned to each student's individual plan.

Students with Additional Learning Needs: A student with an additional learning need is any student, whether or not formally diagnosed, who faces a barrier to accessing the curriculum without accommodations or modifications. This includes Students of Determination (students with a medical report confirming a disability under the UAE National Standard Classification), multilingual learners, and gifted and talented students. All such students have the right to equitable access to learning, reasonable adjustments to teaching and assessment, and a personalised plan where their level of need requires one. GAA's provision follows the principles of inclusive education set out in ADEK's School Inclusion Policy.

Documented Learning Plans: Students receiving Tier 2 or Tier 3 support are supported through a Documented Learning Plan (DLP), which records the student's strengths and needs, agreed accommodations and strategies, and measurable targets. DLPs are reviewed at least three times per year,

with progress toward targets monitored at least every four weeks, and a formal annual review for students receiving Tier 2 or Tier 3 support. Progress is reported to parents on a termly basis. The plan type is matched to the student's ALN profile:

Plan Type	For	Authored by
Individualized Education Plan (IEP)	Students with identified learning needs at Tier 2 or 3	Inclusion Specialist
Individual Language Plan (ILP)	Students receiving English Language Support	ELL Specialist
Behavior Support/ Intervention Plan (BSP/BIP)	Students with identified behavioral needs	Inclusion Specialist/ Dean of Students/ Counselors
Advanced Learning Plan (ALP)	Gifted and Talented students	GT Coordinator

Learning Support (LS) classes: GAA offers Learning Support classes for identified students. These classes replace an elective and are prioritized for students on an Individualized Education Plan (IEP) working at Tier 2 or Tier 3 whose parents have approved placement. They focus on developing ATL skills (Approaches to Learning) such as self-management, study skills, note-taking, organization, and communication, alongside targeted progress toward each student's IEP goals.

English Language Support (ELS): English Language Learner (ELL) specialists support multilingual learners in building the English proficiency. As an English-medium school, GAA develops English proficiency through immersion while encouraging the learning of additional languages. Placement is informed by Flash Academy screeners as well as external assessment data. Students may be enrolled in an ELL English course, and/or English Language Support (ELS) based on need.

**ELS is an additional support course: students enrolled in ELL English also take ELS, and some students may take ELS without the ELL English course depending on their needs. All students receiving ELS have an Individual Language Plan (ILP) developed by ELL specialists.*

Gifted and Talented (GT) support is met through differentiated instruction in the regular classroom. Honors classes, HL IB, enrichment clubs, and student-led opportunities are available for identified students. GT students identified through external evaluations or MAP, CAT4, and class performance are assigned a case manager and have an Advanced Learning Plan (AP) that is shared with all teachers by the Gifted and Talented Coordinator and Inclusion Specialists.

Referral to the Inclusion Team: A referral to the Inclusion Team is not the first step in supporting a student. When a teacher has a concern about a student's progress, they are expected to first explore adaptive teaching strategies in the classroom, seek guidance from colleagues, and discuss the concern directly with the student's family. Families should be aware of and involved in a concern before any formal referral is made. A referral should never be a parent's first notification that their child is struggling. If, after these steps, the student continues to need support, the teacher submits a referral through the school's

referral process, including supporting evidence such as work samples, assessment data, and classroom observations, and a record of the prior conversation with the family. The Inclusion Team then reviews the referral, gathers further information including screening or assessment where appropriate, discusses outcomes and provision with the family, and develops a Documented Learning Plan where the level of need requires one. Progress is then monitored and reviewed on the cycle described above.

Accommodations in Learning and Assessment: GAA provides accommodations and adaptive teaching so that students with additional learning needs can access both classroom learning and assessment without being disadvantaged. In the classroom, this includes differentiated tasks, scaffolded materials, assistive technology, and adjusted presentation of content, delivered through a Universal Design for Learning (UDL) approach. In assessments, eligible students may receive access arrangements such as additional time, a separate setting, rest breaks, or a reader or scribe. All assessment accommodations reflect the student's normal way of working and, for external assessments, are applied in line with the requirements of the relevant examination board.

Partnership with Parents: Parents and guardians are essential partners in their child's support. Families are involved in developing and reviewing their child's Documented Learning Plan, are kept informed of the support provided, including guidance on how learning can be supported at home, and give consent for specialist provision such as placement in a Learning Support class. Inclusion staff meet with families across the school year to review progress and agree next steps, with progress reported termly.

Confidentiality of Student Information: Information about a student's additional learning needs is treated as confidential and stored securely. It is shared only with staff who need it to support the student, and with external parties only where required for the student's education or where parental consent has been given. Student records are maintained on ADEK's eSIS ALN module and the GAA google drive and are used exclusively for educational planning, compliance monitoring, and safeguarding purposes, in accordance with UAE data protection laws and the ADEK School Records Policy.

Counseling at GAA is met through counseling services where counselors actively promote and encourage a sense of community characterized by students who are caring, cooperative, communicative, inquisitive, productive, and responsible. In addition, counselors work to promote citizenship by helping all students to develop a positive self-image and self-discipline.

College Counseling is provided by High School Counselors who extend the work of the Middle School, and support students as they develop personalized plans for their college and career futures.

LIBRARY

OVERVIEW

GAA Libraries believe that literacy is the keystone to all learning, and that the Library is the central hub for learning. The vision of GAA Libraries is to provide a welcoming and caring environment where appreciation for each learner's literacy identity is nurtured, curriculum is supported through collaboration, and access to quality resources enhances learning experiences. GAA Libraries aim to provide access to quality resources that meet the needs of students, staff, and parents by:

- *engaging learners in inquiry, analysis, and communication*
- *offering a variety of reading materials*
- *promoting critical reading and thinking*
- *guiding learners in answering complex questions and solving real-world problems*
- *encouraging creativity*
- *facilitating collaborative learning*
- *guiding in ethical selection and use of resources*

LIBRARY VISITS

The Secondary Library is open from 7:30 am to 3:30 pm, Monday through Thursday, and from 7:30 am to 12:30 pm on Fridays for the school community. There will be occasions when the library is closed earlier due to whole school events (e.g. staff meetings) for library practices such as inventory. Overall the library lends itself to flexible and active use by class groups and individuals.

SCHEDULED LIBRARY VISITS

Secondary library times are flexible depending on the needs of the students and subject-area teachers. Students are encouraged to drop by the library for research appointments with the librarian and book check-out during the school day.

BORROWING MATERIALS

Library members—students, staff, and parents—may borrow items for a period of two weeks (renewable as many times as needed). There is no limited number of materials to be checked out by the students and staff in the secondary division. Parents may borrow up to 5 books at a time.

RENEWING MATERIALS

Library members can renew their books regardless if they are overdue. Items that have been reserved by another member may not be renewed.

RESERVING MATERIALS

Library members may reserve items at any time by approaching the Librarian or a library volunteer.

RETURNING MATERIALS

Materials may be returned to the book drop boxes located in the secondary library and middle school lounge.

OVERDUE MATERIALS

We ask that materials be returned on a timely basis to enable access by all community members. We send weekly overdue notices to students and parents via email reminding them to return or renew their materials.

GAA Library services do not operate on a fine system for the late returning of items. Members with overdue items or unpaid fines for damaged or lost materials on their record will not have their report cards released at the end of the semester.

LOST AND DAMAGED MATERIALS

Any library member who loses or damages a library material will be billed for the original cost of the material in AED plus 25% shipping and handling plus VAT or given the option to replace the book with the same title in good condition.

COLLECTION MANAGEMENT POLICY

The collection management policy for the GEMS American Academy Libraries will adhere to all relevant legislation as directed by both the UAE government, Abu Dhabi Department of Education and Knowledge and GEMS Education.

HOME/SCHOOL COMMUNICATION

Great schools provide parents with timely information so that they can be informed participants in the learning process.

- **Google Classroom and PowerSchool Parent Portal:** Provides a parent portal for parents to view assignments and grades, and provides curriculum and homework information for students and parents.
- **Managebac:** Provides IBDP students curriculum, program, and homework information.
- **The GAAzette:** Communication between parents and school is a high priority at GAA. Parents will receive notices throughout the year about school events as well as the GAAzette, a school-wide bi-weekly (fortnightly) newsletter sent by email.
- **Back-to-School Night:** In September, a Back-to-School Night is held to introduce parents to classroom expectations, a description of the year's curriculum, grade level policies on homework and other details of the functioning of each class.
- **Parent Information Sessions:** Occur throughout the school year, both during the day and in the evening, to provide information about our curriculum, the IB Program, and other relevant topics.

GAAPA (GAA PARENT ASSOCIATION)

Parents are encouraged to be actively involved in the school. GEMS American Academy has an active parent association (GAAPA). GAAPA 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, Iftar dinner during Ramadan and the very popular International Food Festival. In addition to GAAPA, volunteers are always welcome to help in the library and in the classrooms.

GAA BOOSTER CLUB

The GAA Booster Club is a parent volunteer organization that helps support our Secondary Athletics and Fine Arts departments, with the mission of providing fun and community building events for the students and families of GAA. Support is shown in many ways, including volunteering time, raising money and contributing funds to better enhance the team or organization's performance. Booster Club is an important means of connecting parents and other community members with the curricular and co-curricular activities of students. In addition to supporting our students, we are members of the GAA Community and we work with other volunteer groups on campus to promote community as well as partnering with GAAPA for events throughout the year.

STUDENT/PARENT/TEACHER CONFERENCES

Student, parent and teacher conferences take place in fall and spring for all Grades KG-12 on the same days for parental convenience.

Student/Parent/Teacher conferences are an important part of our educational program and provide an opportunity for parents and teachers to discuss with the student personal goals as well as overall progress. Parents are expected to attend parent/teacher conferences. Students are expected to attend.

EXTENDED PARENT ABSENCES

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

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 and returning a Student Clearance Form. In the event of outstanding books, fees or fines the school will neither release records nor issue a Transfer Certificate.

Parents who wish to hand carry their children's records may do so. However, they should notify the school of this intention with ample time to assemble records. Hand carrying of transcripts at the end of the year may be delayed due to scoring of exams - in this case, transcripts and/or records will be sent to the new school or to the parents. Parents should leave their forwarding address and a stamped envelope at the earliest possible date. Records cannot be released until all outstanding fees are paid.

TRANSFER CERTIFICATES

The Ministry of Education in the UAE requires that all students from Grade 2 onward submit a Transfer Certificate when they change schools. After the 1st of November each year, students in all grades require a Transfer Certificate to move schools. GEMS American Academy will be pleased to prepare a Transfer Certificate for all students who have completed the Withdrawal Process described above.

For students new to the school, please see the Application Package (available from the Registrar or online) for more information about Transfer Certificates.

SAFETY

SUPERVISION OF STUDENTS

When on campus, students are expected to follow school rules even after school and on weekends.

We operate a daily, period by period, attendance system for all students arriving or departing school between 7.45 am and 2.55 pm. Communication with home is made to confirm all absences – usually before 8.30 am each morning. Students arriving after 7.45 am must sign in with the Secondary Secretary and receive a 'tardy slip' before going to class. Students wishing to leave before 2.55 pm must provide notification to the school from their parents. Please note that we do not provide adult supervision before school in the morning and after school in the afternoons.

STUDENTS LEAVING SCHOOL DURING THE DAY

Parents who require their children to leave school for any reason during the school day must contact the Secondary Secretary and students must report to the Secretary who will issue a note for Security to allow the student out of the school gate.

FIRE ALARM/LOCK DOWN DRILLS

The buildings on the campus are fitted with a fire alarm system. Periodically, throughout the year, fire drills will take place in order to familiarize pupils with the procedures of emergency evacuation.

- 1. When the 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. The assembly point for all students is at the rear of the sports field.*
- 3. Emphasis is placed on staying quiet and observing rules and directions during the fire drills.*
- 4. Lock down drills will be practiced immediately following fire drills early in the year so that students are familiar with the term and the procedures of getting inside and under cover.*

SECURITY

Security officers are on duty on the school campus at all times. Their duties include making certain that academic buildings are properly locked during non-school hours. The security officers have access to a telephone for use in an emergency. Security officers are directed to follow specific procedures to ensure the

safety of all students. Please respect their efforts to keep your child safe. Any concerns can be made through the school office.

HEALTH

SCHOOL CLINIC INFORMATION

A Registered and Health Authority of Abu Dhabi (HAAD) licensed nurses are on duty during school hours. The nurse provides health screenings; assesses and manages chronic and acute illness; administers medications; provides first aid for school-related injuries; promotes health and safety and maintains student medical records. The nurses are available to consult with parents as needed regarding health concerns of students, either in person, by telephone or e-mail. Students needing to visit the nurse during school have to report to the Secondary Secretary who will issue a yellow Clinic Pass.

The role of the clinic is to address minor and/or temporary ailments. Students who require care that exceeds the expectations of our nurses, or whose illness prevents them from returning to class in a timely fashion will be sent home with a parent.

All students **MUST** submit the health record before the beginning of the academic year. If a student has special health needs (medication, chronic illness or condition, allergies or requires a special procedure or intervention), the parent is encouraged to schedule a time to meet with the school nurse to arrange for these needs to be taken care of during the student's school day. All medications and treatments require clear, written instructions by physician's order, as needed, and a parent/guardian's signature. The school nurse will assist the parent by preparing a plan of care for their child and advising them as to what supplies the student will need at school.

Several first aid kits are located throughout the campus (gymnasium, offices, art rooms, science labs, etc.) and certain teachers and members of staff are qualified to administer first aid.

EMERGENCY CONTACTS/CHANGE OF CONTACT DETAILS

The School Registrar, the School Office and the School Nurse should always have current details of your address, email, telephone number and mobile number(s). The accuracy of this information is vital in the case of an emergency. We also request a phone number of a friend we can call if we cannot reach the parents. When able, make sure your child knows how to reach you during the day. At the start of the school year we will send an Emergency Contact Sheet home with your child - please return this as quickly as possible. If your details change, it is your responsibility to give the updated information to the School Office, preferably by email or a note in the passport.

The Emergency Care Form will be utilized for school trips and events; as a quick contact resource to get in touch with parents; for emergency personnel if the student is transferred to an emergency care facility; or to ensure that the parents/guardians have authorized emergency medical treatment.

HEALTH FORMS

Each year school health forms will be required for all students. They are: Health information Form; Emergency Care Form; Medication Consent Form; School Screening Form. New students will be required to fill out an Immunization Record to accompany their child's personal Immunization Record.

A physician-signed form to use or administer an inhaler or Epi-pen will be required if a student is asthmatic or has a life-threatening allergy. If your child has a short-term or chronic illness which requires any medical intervention/procedure during the school day, a Special Procedure Form will be required. (For example: blood glucose monitoring, dressing change, tube/catheter management, etc.)

If your Middle School or High School student athlete plans to participate in competitive sports at school, then a Pre-Participation Examination Certificate must be completed by a medical provider and submitted prior to the commencement of that sport.

MEDICATION

Administration of medications, especially short term, should be done at home whenever possible. However, if a student is required to take prescription or non-prescription medication during the school day, the following guidelines must be met:

- Physician, dentist or practitioner-prescribed medications must be clearly transcribed and all medication forms should state the student's name, the name of medication, the dosage, the time, the route (oral, inhaled, patch, etc.), and the duration of time that it is to be given (e.g., one week, the school year, etc.), along with the parent's/guardian's signature. Medication forms are available for your convenience in the school clinic.
- Medication must be in the original packaging by the pharmacy and not out of date. Over-the-counter medication to be held in the clinic must be in a sealed, unopened, new bottle. (For short interval dosage, ask a pharmacist for a separate bottle to be kept in the clinic to prevent missed doses.)
- The parent/guardian, not the student, must deliver medication to the school clinic.
- All medicine must be picked up by a parent at the end of the school year.

In the case of students with asthma, severe allergic reactions or diabetes - they may self-administer their inhaled asthma medication, auto-injectable (epi-pen) medication or insulin. If medication is to be hand-carried, a back-up should also be kept in the school clinic. These situations require written health care plans along with other specific details for care.

When necessary, the nurse will accept verbal consent via phone to administer an over-the-counter (not prescription) medication. Medication will not be dispensed without written parental permission.

ILLNESS OR INJURY

If you are contacted by the school to pick up your sick child, please make every effort to do so promptly. If your child visits the clinic and we recommend you follow-up, or be informed of an intervention, you will receive a written note from the clinic. You will also be informed if your child sustains a head or neck injury while at school. If the nurse requests follow-up by your doctor for illness or a school-sustained injury, you will

receive a Medical Referral Form. This is a formal way to receive a specific diagnosis and treatment plan while your child is at school.

Students with contagious infections need to stay home so they will not expose others. If your child is home with a communicable illness, please contact the school nurse so the parent(s) of other classmates may be alerted of symptoms.

As a rule of thumb, your child must stay home for any of the following:

- A **fever** > 37.3 C (100 F); must be fever-free for 24 hours without fever medication
- **Vomited** more than once; feeling of nausea
- **Diarrhea** (return to school after 48 hours or 24 hours on medication)
- A frequent **cough**; productive cough
- Persistent **pain** (ear, stomach, etc.)
- A widespread **rash**; contagious rash or skin spots
- **Head lice** (Pediculosis): please notify the school nurse to be given proper instructions
- Bacterial conjunctivitis/**Pink Eye**; awakens in the morning with thick or sticky eye drainage; eyelashes stuck; redness of the whites of the eyes throughout; can return to school after 24 hours of physician prescribed treatment.

Injuries that happen at home or over the weekend should be taken care of prior to returning to school along with a physician's note with instructions and limitations if needed. If your child has an out-patient procedure or surgery, you must provide a physician's certificate stating when they can safely return to school and with any limitations/instructions.

Before students return to school after surgery, injury or trauma the nurse and parents must meet to formulate a care plan and carry out a risk assessment (including a fire/evacuation risk assessment).

At times the medical advice provided for a student may be in variance with the school's recommendations. In all cases, the school nurse is the final arbiter and, if necessary in discussion with the Head of School, will signal when a child is "safe" to return to school.

MASK USE

The use of face masks is limited to those individuals who are well enough to attend school, but who may be coughing or sneezing after experiencing a cold or flu.

IMMUNIZATIONS

The Health Authority of Abu Dhabi (HAAD) promotes a successful immunization program and the Emirate is free from vaccine-preventable diseases. Parents are required to submit applicable vaccination documents to the School Nurse (or Registrar) for record purposes. Any parent who wishes to discuss their child's immunizations with the school nurse is welcome to do so.

HEALTH SCREENINGS

Per HAAD, the clinic promotes the screenings recommended annually. This consent form is part of the annual school health forms given out at the beginning of the school year. Please refer to the sheet with specific guidelines for your child's grade.

HELPFUL REMINDERS

- *Encourage your child to eat breakfast every day before school.*
- *Make sure your child gets 8 or more hours of sleep each night.*
- *Always send your child to school with a refillable water bottle.*
- *Sneakers or tennis shoes are preferred for active participation and safety.*
- *Encourage good hand-washing; before and after meals, after toileting, etc.*
- *Please inform the school if your child has any allergies. We ask that any food brought in for sharing is free of nuts/nut products.*

Please contact your school nurse if you have any questions or concerns. By working together we can strive to ensure the health and well-being of your children so that they can gain the most from their experience at school.

MISCELLANEOUS

LOST AND FOUND

Personal items found in the school are collected and passed along to GAAPA. Parents are encouraged to label all items, especially water bottles and lunch boxes, and to check the Lost and Found frequently. Unattended school books will be returned to the TRC/Library for processing. At the end of each school year, all lost and found items are donated to charity.

CHARITABLE CAUSES/ COMMUNITY SERVICE

Our school community supports a growing number of organizations and charitable causes. These provide valued opportunities to our students to demonstrate initiative and further develop their skills and understandings of citizenship and leadership. All monetary fundraising goes to the Red Crescent. Charitable drives and Community Service activities are often organized through the Student Government or student organizations. It is important that charity work is carefully planned and strongly supported so that activities can be integrated into the school calendar. Ideas for service should be brought to the attention of Secondary Administration for presentation to the Student Government and, with their endorsement, to the School Leadership Team and the GAA Parents' Association. Generally, these groups will come together early in the school year to decide what charities will be the focus of activities and events for the school year. However, proposals can be considered at any time of the school year, particularly if the proposal relates to an emergency aid situation.

APPENDICES

I: ADMISSIONS POLICY

A student applying for admission must be accepted by the Middle and High School Principals and Assistant Principals, based on the school's ability to meet the educational needs of the student.

GAA offers an academic-based educational program. Students who are able to access an academic based program within 2 grade-levels of their peers (based on age/ability), will be considered eligible to enroll.

In general, the Registrar places students by continuation of grade from their previous school. The school will determine the student's grade placement based on prior records and recommendations. If the school has doubts regarding the student's placement, if records are not available, or if the parents feel that the recommended grade placement is not suitable, MAP test results generated during the admissions process are an important indicator of student readiness and experience and will help inform the placement decision. GAA may request the applicant to take the CAT4 test. ADEK approval is a must to enroll the student.

During the Admissions process, some students may be placed on a probationary status to ensure placement is appropriate at GAA. GAA reserves the right to deny admission to any student for whom an appropriate educational programme and support services are not available.

The minimum passing grade in each subject should not be less than D (or 60%). or (3) in the British curriculum.

While GAA can accommodate mild learning and behavior challenges, any student with learning needs must be disclosed upon applying and supporting documentation must be provided (Individual Education Plan) for the application to be approved by the inclusion director. (Please refer to GAA's Inclusion Policy)

In cases where a student is not able to access the curriculum adequately, despite the accommodations and modifications provided, it may be necessary to consider a further evaluation. This evaluation will help us gain a comprehensive understanding of the child's specific needs and abilities, enabling us to provide the most appropriate educational environment. If it is determined through the evaluation process that our school may not be able to meet the child's needs effectively, we will work collaboratively with the parents to explore alternative educational options. Our primary concern is the overall well-being and educational success of each student, and we are committed to ensuring that they receive the best possible education.

ADEK stipulates the necessary means by which a student is able to receive attestation and equivalency. We are currently under 199 revised. The school will share updated information about how to attain equivalency and attestation as is applicable to the graduating school cohort.

A student may transfer between Schools in the Emirate (taking into account the curriculum and equivalency requirements of the high school certificate in the UAE).

Students applying to the IB diploma courses in Grade 11 must be interviewed by the IB coordinator and approved by the High School Principal. GAA will not accept any IB students in Grade 11 or transfer students in grade 12 after October 1st. Students seeking to transfer into the IB program from another school will be considered based upon the courses GAA offers and GAAs placement criteria.

Students applying for AP courses will have their application reviewed by the AP Coordinator and their corresponding counselor for course suitability. Multiple points of data are considered when determining

placement. Students may be asked to do preparatory course work or sit a placement assessment for appropriate level or placement.

Disenrollment

Although GAA seeks to support students with a wide variety of skills and aptitudes, careful consideration is given to what we can offer, based on the resources we have available. Our responsibility is to ensure that each student is in their best educational placement to meet their needs. Because of this, GAA reserves the right to disenroll a student for the following reasons:

1. The family has failed to notify the school of any pre-existing learning needs.
2. The family does not comply with the request of the school to provide outside professional testing for learning needs.
3. The student fails to make satisfactory progress in the learning support programme and is unable to function in the regular programme with minimal support.
4. The student has chosen to behave in a manner that is counter to our expectations and causes harm to the learning environment or is not appropriate for their learning needs.

II: PROCEDURES FOR ASSIGNING CLASS PLACEMENT

GAA believes strongly in the importance of well-balanced mixed groups – we want students to work within a heterogeneous group so that all benefit from the diversity of backgrounds, talent and thinking skills that makes GAA a special place. It is important that each class is representative of the whole school and can be held accountable to the same academic standards. In order to create the optimal class environment, we need to know as much as possible about the social, emotional, physical and academic needs of each student. A well-balanced learning environment has to take into account many different factors. The obvious ones are gender, nationality, whether new or returning family and level of English fluency but just as important are social relationships, emotional and physical needs, academic levels, learning styles and past experiences.

During the months of February and March students will select courses that include the academic core and electives. Students will select electives and will indicate 1st, 2nd, and 3rd choices. Although every effort is made to grant first choices in electives, they are not guaranteed due to competing scheduling constraints.

Because our overriding value is to create balanced groups of students who will work well together, we are not able to entertain requests for placements with specific teachers. We cannot honor requests for a particular teacher. This would compromise the integrity of the scheduling process for any student. You can be confident that all the teachers on any grade level work and plan together and provide similar learning opportunities and experiences for students.

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. Despite the fact that we will have done the best job we can, not everyone will think his or her placement is ideal. We have found that the best advice we can give you if your child expresses disappointment with his or her new class group is to acknowledge a child's disappointment as genuine but to show your child that you have confidence in his or her social ability to live through the disappointment and to settle successfully in the new situation. Your child will be heavily influenced by your reaction!

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

Please note that once school starts, we will balance class sizes (if needed so as to not exceed 30 students in a class) and consider course requests for the following reasons only:

Also note that course changes are not made just because the student doesn't like the class, or the class has become surprisingly challenging. In addition to meeting the prerequisites for entry, the following considerations are taken into account:

- *The student needs the course to graduate.*
- *The student has taken the course before (documented on a transcript).*
- *The student has the wrong level of an IB course (SL/HL).*
- *The student seeks to be enrolled in a more rigorous course (e.g. moving from American Diploma to IB or AP).*

III: PE STUDENT EXPECTATIONS POLICY

Course Description: *Students in grade 6 to grade 10 will participate in a wide range of physical activity designed to give students a varied and balanced sporting experience. These courses emphasize regular participation and promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. These units include but are not limited to the following: Volleyball, Swimming, Basketball, Rugby, American Football, Soccer, Fitness, Softball, Athletics, tennis, Badminton and Gymnastics.*

PE Student Uniform:

Grade 6 through Grade 10, Student PE uniform requirements:

- *Shirts with GAA logos*
- *Navy shorts with GAA logo. Shorts should be mid-thigh length.*
- *Quality Athletic Shoes (non-marking soles)*
- *Water Bottles must be brought to class*
- *If hair is longer than collar length it must be tied up in the back*
- *No Jewelry or watches are allowed to be worn during PE class and valuables must be left in student lockers. PE Teachers accept no responsibility for personal items.*
- *If it is a scheduled Swimming lesson, they are to wear appropriate swimming apparel, in which will be explained by PE teacher*

A register of attendance will be taken at the start of each lesson. If a student is injured or returns to school after sickness and may not be able to fully participate, they will need to supply a note or communication from their parent/guardian supporting their reasons for not fully participating. They will still be expected to bring their P.E uniform and take part in some way, this may be in the form of coaching or completing a written assignment. In the case of a forgotten PE uniform, secondary PE teachers work on a 3 strikes policy

(bullet description below). In the case of a medical excuse supported by a note from parents / guardian, the student is asked to participate in a supporting role (e.g. observation / evaluation, peer mentoring, clean-up, etc.).

- **1st offense:** Verbal warning toward students and a mark in the teacher's attendance book. Student is still expected to participate in PE Class, unless it is a swimming lesson
- **2nd offense:** Contact made with parents via email or phone call home. Students are still expected to participate in PE Class, unless it is a swimming lesson.
- **3rd offense:** After school or lunch detention on teacher arranged time and place.

Changing: During a 70-minute time frame afforded to secondary PE, Grade 9-10 students are asked to change from their school uniforms to their respective PE uniform in 5 minutes from the start of the period.

Grade 6-8 students may wear their PE uniforms during days with PE classes. Students will be provided 5 minutes to change back into their school uniform at the end of the class. Students must change back into their school uniforms under all circumstances unless the student is participating in a sport related after school activity, in which PE occurs during the last period of the day. The aim of this policy is to maximize the amount of instructional time in the lesson. Students are prohibited from entering the changing rooms located in the gym or outside by the playground until a member of P.E staff is present and allows them to enter. All P.E facilities, apart from the outside playground, are strictly out of bounds to students unless a member of staff is present.

IV: COMPLAINTS PROCEDURE FOR PARENTS AND LEGAL GUARDIANS

At GAA 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 complaint with a teacher, the school will treat it in accordance with the following procedure.

1. Informal Resolution

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

1. If parents have a complaint or concern they should, in the first instance, contact their son's/daughter's teacher. In most cases, the matter can be resolved in this way. If the matter cannot be resolved between the parents and teacher, it may be necessary for the Division Principal to be contacted.
2. Any complaint made directly to the Division Principal will normally be referred back to the relevant teacher unless the Division Principal deems it appropriate to deal with the matter personally.
3. Teachers and the Division Principal will keep anecdotal records of concerns and complaints on the date when they were received and reviewed. The Division Principal/teacher will document the outcome in a letter to the parent/guardian.

Most complaints will be resolved informally. If this does not happen, parents will be advised that they may address the complaint to the head of school for reconsideration.

2. Formal Resolution

1. *If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the GEMS Director of International Schools (DIS). After considering the complaint, a decision will be made on the appropriate course of action to take.*
2. *In most cases the DIS will contact the parents concerned, normally within 3 days of receiving the complaint, to discuss the matter. If possible a resolution will be reached at this stage.*
3. *The DIS may need to carry out further investigations.*
4. *The DIS will keep written records of all meetings and interviews held in relation to the complaint.*
5. *Once the DIS is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made. Parents will be informed of the decision, with an explanation, in writing.*

QUESTIONS? WHO TO CALL FIRST:

GAA Telephone Number	(+971) 02 2019 555
GAA Fax Number	(+971) 02 557 4990
Main Reception Email:	info_gaa@gemsedu.com

EMAIL CONTACT DETAILS:

DEPARTMENT	NAME	EMAIL ADDRESS
Superintendent/CEO	Keith Chicquen	k.chicquen_gaa@gemsedu.com
Deputy Superintendent	Joshua Doubleday	j.doubleday1_gaa@gemsedu.com
Executive Vice Principal	Samah Awad	s.awad_gaa@gemsedu.com
Executive Manager	Mirna El Haj Ibrahim	m.elhajibrahim_gaa@gemsedu.com
Middle School Principal	Mollie Williams	m.williams3_gaa@gemsedu.com
High School Principal	Dan Gilfort	d.gilfort_gaa@gemsedu.com
High School Assistant Principal (9-10)	Abbas Abdulsamad	a.abdulsamad_gaa@gemsedu.com
High School Assistant Principal (11-12)	Monica Martin	m.martin1_gaa@gemsedu.com
Middle School Dean of Students (6-9)	Paul Teahan	p.teahan_gaa@gemsedu.com
High School Dean of Students (10-12)	Sineen Al Ashkar	s.alashkar_gaa@gemsedu.com
Secondary Secretary		secsecretary_gaa@gemsedu.com
IBDP Coordinator	Tania Tufft	t.tufft_gaa@gemsedu.com
Curriculum Coordinator	Andreia Barbu	a.barbu_gaa@gemsedu.com
Teaching, Learning and Innovation Coordinator	Zaynah Welcome	z.welcome_gaa@gemsedu.com
Middle School Counselor	Melanie Moses	m.moses_gaa@gemsedu.com
High School Counselor (Aaa - Alh, B-H)	Lia Noronha	l.noronha_gaa@gemsedu.com
High School Counselor (Ali - Alp, I-P)	Catherine Sciolis	c.sciolis_gaa@gemsedu.com
High School Counselor (Alq - Azz, Q-Z)	Keisha McCray	k.mccray_gaa@gemsedu.com
Athletics & Activities Director	Rodrigo De Marco	r.demarco_gaa@gemsedu.com
Admissions Manager	Asma El Derby	registrar_gaa@gemsedu.com
Accounts		finance_gaa@gemsedu.com

Nurse		Nurse_gaa@gemsedu.com
Parent Relations Executive	Fatma Chabanova	pre_gaa@gemsedu.com
Transport Operation Executive	Rameez Rasheed 02-2019511	rameez.rasheed@sts-group.com info@bbt.ae
Government Relations Executive	Zainah Khreis	z.khreis_gaa@gemsedu.com
GAA Security		security_gaa@gemsedu.com

SCHOOL RELATED ISSUES:

ISSUE RELATED TO	CONTACT PERSON
IB Diploma	IB Coordinator
After-school Activities Program	Athletics & Activities Director
Facilities Usage	Manager – School Operations via Reception
Finance/Tuition Fees	Accountant via Reception
Health	Nurse's office
Bus Transport	Transport Manager via Reception or email
Food Services	Leave a message with Reception
Teachers	Leave a message with Secondary Secretary or email teachers directly

COMMUNICATION:

Activities/Calendar	Reception
GAAzette Newsletter	Parent Relations Executive
Parent Association (GAAPA)	GAAPA Representatives

GEMS AMERICAN ACADEMY PARENT & STUDENT

CONTRACT

(This form will be provided separately for return to school upon completion)

At GAA, we recognize that a successful partnership between school and home is one of the cornerstones to a child's educational success. We would respectfully ask parents to support this partnership by completing and returning this Parent Contract to the Advisory teacher.

In order to best support my child's learning, I will:

- *Provide him or her with a quiet, orderly place to study*
- *Ensure my child is prepared for class*
- *Bring my child to school on time every day, in full uniform*
- *Support their adherence to the student code of conduct*
- *Attend special activities sponsored by GAA to build my understanding of learning outcomes and my capacity to support learning at home.*

I have read and understood both the Parent and Student Contract and the Secondary School Handbook. I have read and agree to adhere to the guidelines and expectations set out in the Handbook, including:

- *Academic Honesty Policy*
- *Personal Property Search of Student Locker and Bags*
- *Information Technology Appropriate Use Policy*
- *Behavior consequences*

Name of Student: _____ Grade: _____

Signature of Parent: _____ Date: _____

Signature of Student: _____ Date: _____