



مدرسة جيمس الدولية – شارع الخيل  
GEMS International School  
AL KHAIL



# 2022- 2023 Primary School Handbook

**GEMS**  
EDUCATION



WE ARE A  
**CIS**  
ACCREDITED  
SCHOOL

**المعروف**  
Knowledge المعرفة



Dear Parents/Guardians,

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

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

Our vision as a GEMS International Baccalaureate World School, is to provide exceptional quality education to meet the needs of a diverse, international community, in an ever changing world.

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

- Leading Innovation
- Global Citizenship
- Pursuing Excellence
- Growing by Learning

We believe that respect, trust and ambition are key in every international school. This leads to confidence, risk-taking and creative thinking, within a safe and secure environment. Our teachers and administrative staff are one big team and we have the best interests of your child at heart. The child is at the core of our decision making and we sincerely hope that you also engage regularly with the school. Regular two-way communication ensures that you are well aware of every aspect of your child's educational journey and share in all the successes along the way.

Our Primary Team has been assiduous to every detail of school preparations in this extraordinary year and we can assure you that our offerings will be first rate, whether online, hybrid, blended or on campus. We thank you for your ongoing trust and support and look forward to working with you to ensure your child reaches his or her full potential.

With kindest regards,

Mr Simon Herbert  
Head of School/CEO  
GEMS International School

This handbook will be updated as external policies change

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## **GEMS Core Values**

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

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

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

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

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

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

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

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



## 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 to help to create a better and more peaceful world.

### At GEMS International School, Al Khail students strive to be:

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

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

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

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

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

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

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

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

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

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



## Overview of GEMS International School – Al Khail

### Mission Statement

To develop lifelong learners who engage in meaningful learning experiences that build compassion, resilience and understanding of their role in the community.

### Vision

Providing an exceptional quality education to meet the needs of an international community.

### Cultural Values (Trust-Respect-Ambition)

The cultural values of respect, trust, and ambition underpin all learning. Learning is our core purpose and is built on the foundation of these important cultural values. The three values work together to provide an environment in which quality learning can take place.

### GIS Learning Principles

**Learning is Engaging:** Engaged learners find learning interesting and meaningful. Learners have agency over their own learning.

**Learning is Ambitious:** Students are encouraged toward ambitious learning goals which provides a personalized level of challenge

**Learning is Purposeful:** Students engage in learning that is authentic and relevant.

**Learning is Connected/Relational:** Students see learning as connected and interdependent

**Learning is Innovative:** Learning generates new ideas and evokes creativity/design thinking



## Primary School Overview

The IB Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. This understanding of how students learn is foundational to the inquiry-based and concept-driven transdisciplinary model of learning and teaching. Through engaging with the programme of inquiry and reflecting on their learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile.

The Programme of Inquiry is a framework guided by six trans (across) disciplinary themes of global significance explored using knowledge and skills derived from six subject areas (Math, Science, Social Studies, Language, Arts, PSPE), with a powerful emphasis on inquiry.

The PYP curriculum framework begins with the premise that PYP students are agents of their own learning and partners in the learning process. The PYP addresses students' academic, social and emotional well-being; encourages students to develop independence and to take responsibility for their own learning.

### The Early Learner in the (PYP) Kindergarten

Experiences during the early years lay the foundation for all future learning.

At GIS, early learners are supported cognitively, socially, emotionally and physically, with play as the primary driver for inquiry. Young children develop approaches to learning and connect with key domains of their development.

- Receptive and cognitive abilities (for example, listening, remembering, thinking, analyzing, generating theories, the control of attention and working memory)
- Representational abilities (for example, using symbolic systems—such as oral and written language, drawing and mathematical symbols—to construct and represent meaning)
- Relational abilities (for example, the ability to play with peers, sharing and taking turns, and respecting others).

Teachers create learning environments and experiences that are both adaptable and appropriate to young students. Learning centers are designed using a repertoire of strategies and tools focusing on key developmental abilities. Teachers work closely with students to co-construct inquiries and reflect regularly on their practice.

### Learners in (PYP) Grades 1 - 5

Our primary classrooms are full of life and wonder. Each child continues his/her educational adventure in a nurturing and supportive environment. Learning is natural, enjoyable and personally rewarding. Students come to understand individual competencies, identify areas for growth, build confidence and develop further their skills of citizenship and leadership. Our curriculum emphasizes higher level thinking and skills to challenge students and stimulate their interests.

Traditional disciplines/subjects are a part of the PYP framework and at GIS there is a balance when developing specific knowledge and skills within a discipline (for example mathematics and language) and the development of transdisciplinary learning. There are six subject areas in the PYP framework. Language (reading and writing) in English and Arabic, Mathematics, Social Studies, Science, Arts (visual art, music, drama) and Personal Social Physical Education (PSPE). Please refer to the PYP Program handbook for further information on curriculum and learning/teaching at GIS. Transdisciplinary learning happens when traditional subjects become united to develop and apply understanding within the world. It begins and ends with a problem, an issue or a theme. Students' interests and questions form the heart of transdisciplinary learning.

Our curriculum incorporates up-to-date teaching pedagogy with a school-wide focus on technology and personalization of learning that provides challenge according to each learner's ability and readiness within the limits.



## Learning during the Covid-19 Pandemic

GIS follows the government regulations from both DHA and KHDA. Regulations and changes to regulations will be available on their official websites. Our community will be kept informed of regulations and changes through weekly newsletters.

### Single Subject Classes:

Our Single Subject teachers integrate their programs with the grade level curricula in order to expand children's understanding of concepts taught in the classroom. From Kindergarten, students have single subject classes in Arabic, Visual Art, ICT, Library, Music, Physical Education, Swimming, and Islamic Education for Muslim students. Students in grade 4 and 5 will also receive specialist instruction in Drama, French or Spanish.

### Library

The GEMS International School (GIS) library is designed for patrons to research and create, while allowing for collaboration and social interaction. We have a dedicated teacher librarian who fosters their love for reading by introducing various genres and authors. Students visit the library every week to exchange books. Please note your child's library day on their class schedule and ensure to return the books each week.

## The School Day/Schedule

### Beginning of the school day:

The school day for all grades begins at 8:10AM, with the option for students to be supervised in their own classroom anytime between 7:50 AM-8:10 AM. Regular lessons will begin promptly following the playing of the UAE National Anthem at 8.10am. Students must not arrive at school before 7:50 am.

### During the school day:

Grade level teachers will provide a daily schedule at the beginning of the school year. The PYP timetable runs from Monday through Friday. Monday to Thursday have 8 instructional periods per day. On Friday, there are six instructional periods. Nutrition breaks and short recesses will be scheduled throughout the day for each grade level.

### Ending the school day:

The school day ends at 3:15pm every day and 3:05 for EC students other than Friday which has an early dismissal at 11:40am and 11:30am for EC students.

### Extra Curricular Activities (ECAs):

Extra curricular activities are provided by the school on Monday and Wednesday after school (starting from KG2). Squad practices and games run during specific seasons and can take place before or after school. Some matches will take place at GIS and some at other schools. Please contact our Activities Director Mr. Barry McHugh at [b.mchugh\\_gis@gemsedu.com](mailto:b.mchugh_gis@gemsedu.com) for specific information on activities available to your child.

### Nutrition and Ordering from the Canteen

Students in Prek- Grade 1 will have nutritional/lunch breaks in the homeroom classes and students in grades 2-5 will have nutritional breaks in the canteen. Students are given the option to either bring a healthy packed snack and lunch with them to school everyday or purchase through slides in advance.

### Punctuality:

Classrooms are open at 7:50AM for students to enter. Students are expected to be in class on time for lessons to begin at 8:10 directly after the UAE National Anthem. Punctuality shows respect for others, classmates and teachers. Tardiness affects not only the student who is late, but disrupts the entire group. Parents are requested to emphasize the importance of being on time with their child.

### **Absences:**

Students are encouraged to be present regularly throughout the school year to fully participate in the academic program. When students are not in attendance they are not just missing information, they are failing to participate in the learning process itself. Most learning experiences are collaborative, aimed at building both individual as well as shared collective understanding through the participation of all class members. These experiences cannot easily be replicated outside the classroom nor repeated for absent students. When absences cannot be avoided, please follow the below protocols:

### **Child is sick:**

Please contact the class teacher to report their absence before 8:00 AM.

If your child is absent for three or more days due to illness, you are requested to bring a medical certificate to reception to ensure this is accurately reflected in the attendance log. Failing to complete a leave form or to produce the medical certificate may result in your child's absence being recorded as unauthorized. Please see updated protocols for COVID-19 in the clinic manual.

### **Unexpected short term absence:**

Please contact the class teacher to report their absence before 8:00 AM.

Parents should also complete an absence form and submit to the homeroom teacher for any more than a 2 day absence. This can be provided on the child's first day back at school after absence. Parents are urged to schedule medical, dental and other appointments after school hours or during vacations.

### **Planned absences:**

The parent must inform the homeroom teacher through email of an upcoming absence. An absence of more than 2 days requires the completion of a student absence form which is available through the school newsletter. Once this has been passed to the Head of Primary, the parent will receive an email confirmation. **If a student misses more than 10 days in a semester or 20 days in a year, the school reserves the right to retain a student if the absences have affected their progress.** *\*Please note that average school attendance internationally should be 97% and above. This means that any student who has 6 or more days' absence for any reason across the school year falls below the international average and school expectations.*

### **Authorized/Unauthorized absences:**

Absences are considered either authorized or unauthorized. Authorized absences include short-term illnesses and unavoidable time off for confirmed medical and/or personal reasons, as well as participation in school-related extracurricular activities. Unauthorized absences include absences without communication and rationale from parents as well as absences beyond 2 days without an approved rationale/documentation.

### **Absences due to covid-19/ quarantine:**

GIS follows the regulations from DHA and KHDA for covid related absences. All absences following protocol are authorized. Remote learning is an option only as approved by KHDA.

## **Drop off and Pick up Procedures following Health and Safety Protocols**

### **Morning Arrival Procedures:**

Families are assigned a designated gate (4 or 8), depending on their child's house color. Children are encouraged to enter the school on their own from second grade and above and go directly to their classroom. One parent/guardian are required to accompany young students in grades PreK-Grade 1 and drop them off to their classrooms. Any time restrictions for school access or vaccination requirements will be shared and updated through weekly community communication.

#### **Gate allocation:**

Main Gate #4 (reception): Green Mambas and Red Raptors

Side Gate#8: (near pool) Blue Dragons and Yellow Pythons

\*\* Students arriving and leaving by bus will have a separate entrance/exit

### **Afternoon Dismissal Procedures:**

It is important that dismissal happens in an efficient manner. Dismissal is at 3:15pm and 3:05 for EC students. Parents will collect their children from designated gates at dismissal. Parents of EC students (PreK-Grade 1) will collect their child from their classroom.

Please arrange to be at school on time and leave promptly to allow for the next parents to park and collect their child.

### Earlier Dismissal Times for PK - KG1

All students in Pre-Kindergarten (Pre-K) and Kindergarten 1 (KG1) will be dismissed at 12:30pm each day, for the first two weeks of school, in order to help them transition into the academic year. There is an option for 12:30 dismissal for PreK and KG1 students for the duration of the academic year depending on student needs, with the goal being to extend their learning to a full day. This option is dependent on each child/ family and is an ongoing conversation with the homeroom teacher.

\*All new students who join throughout the year, will also take part in the 2 week 1230 dismissal to support their transition into GIS.

### Late Arrival or Early Pick-Up:

We discourage late arrival and early pick up as it disrupts the learning for your child and others in the class. However we understand that situations may arise where it is unavoidable. For health and safety reasons, we follow a strict protocol for arrivals and dismissals outside the regular times, and children must be signed in or signed out.

Late arrivals (arriving after the national anthem) must be signed in at the reception desk. All students arriving after the anthem, must enter through the reception (gate 4) to obtain a late slip before entering into their classes. This ensures the child is marked present.

If a student is leaving school early/during the school day, parents must inform their homeroom teacher and email [gis\\_primaryleaverequest@gemsedu.com](mailto:gis_primaryleaverequest@gemsedu.com) before 12pm as teachers will not always be available to read their emails during the school day. Parents must inform STS if the child is a bus rider.

Children in PK Grade 1 will require written consent (usually email) if a child will go home with a friend or will be collected by an adult not registered to them. The email must be sent from the parent and should copy the adult collecting the child.

### Bus students

It is a parents responsibility to inform STS if their child will not take the bus on any given day. The exception is if a child is sent home ill by the school clinic.

## School Uniforms

School uniforms are available to purchase from Threads, Time Square branch or via their website [www.threadsme.com](http://www.threadsme.com). It is now important to pre-book your appointment to avoid crowding in the store.

### Everyday Uniform

PreK - KG2 (Age 3 to 5 years old)

- Sky blue polo shirt with GIS logo
- Grey shorts – Boys
- Grey skirts – Girls
- Black school shoes (NB Lace up shoes are not permitted unless students can tie the laces independently)
- White socks for girls or plain navy or black tights; Navy blue socks for boys
- GIS cap

All kindergarten students require an extra set of clearly labeled clothing (shirt, shorts, underwear, and socks) in a ziplock bag in case a spare is needed.



### Grade 1 – Grade 5

- Blue shirt, short sleeve, with logo
- Grey bermuda shorts for boys
- Grey skirt or skort for girls (grey knee length skirts)
- Stripe clip-on or normal tie for boys and girls (optional only during summer months)
- Black school shoes – no high-tops, logos or other decoration.
- White socks for girls or plain navy or black tights; Navy blue socks for boys
- GIS cap

### P.E. Uniform Grade PreK – 5

Students should come to school dressed in their PE uniform on their designated PE days.

- Navy blue GIS PE shorts
- Navy blue GIS PE polo shirt
- Sports shoes
- House color tee-shirt (only to be worn on designated days with the navy GIS PE shorts and sports shoes)

### Swimming Uniform

For swimming, the following are compulsory:

Boys: Navy blue GIS swimming trunks

Girls: Navy blue GIS one-piece swimsuit

GIS swim cap

Swimming goggles

### Jewelry/Hair

Hair should be a natural color and kept neat and tidy. Long hair should be tied back off the face. Hair accessories should be simple and not distracting. Jewelry, other than ear studs and a watch is not permitted at school.

### School Supplies required:

Due to current regulations, students are required to bring the following items to and from school each day. Families are responsible for sanitizing personal school items and ensuring that lost items are replaced. Bags with wheels are discouraged due to marking of the floors.

#### PK, KG1 and KG2

- Backpack (big enough to hold all items)
- Complete change of clothes in a large Ziplock bag
- Water bottle with spout

#### Grades 1-5

- Backpack (big enough to hold items)
- Water bottles
- Quality Headphones for ipad/laptop
- Pencil case: pencils, pens, colored pencils, eraser, glue stick, scissors
- Additional clean masks

**Please write your child's name and grade level on his/her belongings such as backpack, snackbox and clothing.**

### Activities and Events:

#### Calendar

GIS is usually a very busy place with many activities taking place. To keep up to date with these events (either virtual or on campus), parents should read the school newsletter each week. The newsletter (WeRGIS Weekly) is divided into whole school, primary and secondary sections. You can also register for the school google calendar by subscribing [here](#).

### Extra Curricular Activities (ECAs)

We provide activities offering enrichment in sporting, creative, music and academic pursuits. While many ECAs and school teams are free, to increase the number of ECA offerings to our community, GIS uses outside vendors to provide additional activities for a fee. The after school activities program is available for students, from KG2 - G5 and some external providers offer activities to PreK-G5 students. Students not participating in an after school program should go home by their normal mode of transport. Information about ECA's will be shared by our Activities Coordinator each term, including instructions about how to register.

### House System

At GIS we have a House System which is used to build school pride, encourage participation and foster cross grade level relationships. Students and teachers will all be placed in a house when they join GIS – siblings will be placed in the same house. There are a number of house events held during the year at which students can accumulate house points. At the end of the school year the winning house is announced. Certain days are allocated for students to wear house shirts. Students can purchase house colored t-shirts from school or wear a plain t-shirt in the allocated house color. The house tee-shirt should be worn with the GIS navy blue GIS PE shorts, and sport shoes.

The four houses are:

1. Green Mambas
2. Yellow Pythons
3. Blue Dragons
4. Red Raptors

### Class Trips

Throughout the year, class trips, which are authentically linked to units of inquiry, are arranged to enhance authentic learning connections. They are considered part of the program and participation is expected. Permission forms must be signed by a parent or guardian for each child. Fees for class trips (including transportation) are not included in tuition and payment is collected from parents prior to each trip. A maximum total for the academic year should not exceed AED 600 per student. Standards of dress and behavior are the same on field trips as during a regular school day (school uniform) and students are expected to conduct themselves appropriately. Class trips are part of the curriculum. Students not attending field trips will be considered absent unless prior consent to excuse the child has been granted.

### Overnight camps

Our program encourages social-emotional development as well as academic learning. We encourage our students to become courageous and to experience things first hand. To this end, we take advantage of our local and regional environment by visiting places of significance in the region as well as engaging in team-building exercises. Students in grades 3, 4 and 5 have a planned trip for the duration of one or two nights. **These trips are a compulsory part of the School Program.** Students not attending the trips will be considered absent unless prior consent to excuse the child has been granted. Students are expected to behave in a safe and considerate manner during extended field trips. Rules are established to protect the rights and safety of all students and may vary according to the particular trip. Students who do not follow the rules may be excluded from activities or sent home at their parents' expense.

### Special Activities

We value connections in our community and aim to find creative and safe ways to connect within the regulations. There are typically a number of special events which take place during the school year. These can be class, grade level, school specific or open to the entire GIS community. Community events include, International Day, Arts week, Character Day, to name a few. Optional weekend events are also sometimes promoted by the school. Information about upcoming events will be published to the community.

### Birthdays:

Teachers will honour student birthdays together with classmates in their homeroom class. Individually wrapped healthy party food can be brought to schools to be distributed to classmates should you wish. Teachers must be given notice that a treat will be brought to school in order to allow time for an alternative treat to be provided by the parents of children with dietary restrictions. Please do not bring or send goodie bags to celebrate birthdays at

school. The food must be bought from an outside provider and not homemade. Invitations to birthday parties cannot be distributed at school and it is suggested to use a digital format.

## Parent Communication

GIS endeavors to forge partnerships by providing parents with timely information so that they can be informed participants in the school life and the learning of their children. Keeping abreast of regular school communication is essential and parents are required to actively read communication.

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

### Email

School staff will use email for general information, requests for meetings, to share documentation etc. Parents are encouraged to note the email address of key personnel such as your child's homeroom teacher and grade leader. All GIS email addresses have the domain [\\_gis@gemsedu.com](mailto:_gis@gemsedu.com) and begin with the member of staff's first initial and full surname.

### Phone

On some occasions phone contact will be more appropriate such as when information needs to be shared more urgently or permission from a parent is needed quickly e.g. when a child visits the school doctor/nurse. It is essential that you ensure that your most up to date phone number is saved in the school system. Please be aware that staff will need to be contacted through school reception and are not required to share their personal phone numbers.

### Newsletter (WeRGIS Weekly)

The Schools newsletter is the best method for ongoing communication with parents. Parents can access the school newsletter each week [here](#). It is used to communicate the school calendar, news and events, notices from grade leaders and homeroom teachers, ECA's and many other communication channels. Weekly messages are updated by teachers. Please bookmark this page for reference.

### SeeSaw and Toddle

SeeSaw and Toddle are platforms used for online student portfolio and to share learning and feedback. Students interact with these platforms to record learning and to show growth over time.

### GEMS Portal

The [GEMS Parent Portal](#) or the GEMS Connect app can be used by parents to:

- view student attendance
- view student progress reports
- pay school fees

### Parent workshops

A number of parent workshops are held throughout the year to give parents an opportunity to learn more about the school, the curriculum and how to support their children at school and home. These sessions are held weekly and alternate between Primary and Secondary. Sessions are advertised in the weekly newsletter.

### Back to school night

An opportunity is created at the beginning of each year for parents to meet their child's teacher and learn more about the year ahead. Teachers go through a curriculum overview, home learning and day to day organization as well as answer any question parents may have. Parents are encouraged to attend Back to School Nights. If gatherings are not permitted on campus a virtual Back to School Night will be planned.

### Appointments with teachers

Parents are encouraged to speak with their child's teachers as often as required to support their child. Individual appointments should be scheduled during the teacher's non-contact time and remotely when possible. If you must contact your child or his/her teacher without a prior arrangement, please contact reception in the first instance.

### Homeroom Parents





Every classroom has a Homeroom Parent who supports general communication channels with the parent group and homeroom teacher. They also take on the role of organizing class activities such as holiday and end of the year parties, helping with class trips, and other needs as requested by the homeroom teacher. Class parties occur twice a year; before the winter break and on the last day of school. These parties are a celebration for the students in the class.

### **WhatsApp Groups**

A class WhatsApp group will be created to share reminders and class specific information. Guidelines are established at the beginning of the year to ensure the group maintains purposeful communication and support. The GIS parent-relation executive (PRE) will be a part of these groups in case of a class broadcast. It is optional for parents to join the WhatsApp group. The groups can be a useful tool to support one another, however official information will also be provided in newsletters or email. Information should be accessed directly from the school communication channels or from speaking with your child's teacher or GIS staff. This will help avoid miscommunication or misunderstandings.

### **Student/Parent/Teacher Conferences**

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, and celebrate achievement. There are a number scheduled during the school year, including a Student-Led Conference, Goal setting conference and a traditional Parent/Teacher conference. These are important opportunities and we encourage all parents to attend these conferences. There is no school for students on these days.

### **Contacting the school to arrange a meeting**

You are welcome to contact GIS reception to request a meeting with any member of our team. A few titles are listed below for your convenience:

1. Early Years Coordinator- Helen Bruce
2. PYP 2-5 Coordinator: Shannon Garrett-Janes
3. Assistant Head of Primary – Raquel Nahas (Pastoral) and Sarah McLean (Learning/Teaching)
4. Head of Primary – Kim Conlin
5. Head of School – Simon Herbert

Many questions can be answered by your child's homeroom teacher. They are available at the beginning or end of most school days, by appointment, or via email. This should be your first point of contact and they will refer you to the correct division of the school to handle your request. The chain of communication and protocol is as follows:

1. Homeroom teacher
2. Grade Leaders
3. Assistant Heads of Primary
4. Head of Primary
5. Head of School

### **Appointments with the Leadership members**

Homeroom teachers may recommend that you contact a member of our leadership team for further support. To schedule an appointment with the Head of Primary or Head of School please contact the school reception or the primary office at: [pypoffice\\_gis@Gemsedu.com](mailto:pypoffice_gis@Gemsedu.com)

## **School Agreements:**

### **Uniform**

Uniform is specified above in this handbook. Students are expected to comply with elements of uniform, such as wearing a tie and wearing correct footwear.

### **Attendance and Punctuality**

Sometimes students fail to make it to their class on time, and they are considered Tardy. We require your assistance to ensure your child arrives to school on time. Students will be marked 'Tardy Excused' in cases that were unavoidable

### **School and Student Property**

Private and school property should be treated with respect and care. Vandalism and theft have consequences, which follow the severity of the incident. GIS has installed CCTV in and around the school for monitoring.

### **ICT and Digital Citizenship**

Students are taught about safe digital citizenship and should follow these practices both in school and at home. Families and students are required to agree and adhere to the school's Digital Citizenship & Acceptable Use Policy.

### **Mobile Phones and Devices**

Students should have no need for a mobile phone, smartphone, or non-school related devices while in school. If students or families require a phone out of school hours, then that is the only time it may be used. Phones etc. go in lockers or backpacks at the start of the school day and stay there until the end. It is the student's responsibility to safeguard their possessions. The school will not accept responsibility for lost or damaged personal devices.

### **Behavior Expectations**

When a student's behavior falls below the basic expectations of the school, disciplinary action will be positive rather than negative in its approach and, while maintaining respect for the student. We will ensure that a safe learning environment is preserved. Failure to follow school rules and regulations is treated seriously. Our goal is for students to accept responsibility for their actions and begin to understand the link between their behavior and its effect on others.

Please refer to the [Primary School Behavior Policy](#) for further details and processes for behavior infractions.

### **Lost and Found**

Personal items found in the school are collected and kept in a designated location. Parents are encouraged to label all items, especially uniforms, water bottles and lunch boxes and to check the Lost and Found area frequently. Items of high value will be held by security. Unattended school books will be returned to the TRC/Library for processing. At the end of each Term, all uncollected lost and found items are donated to charity.

### **Student Support Services**

#### **Learning Support**

Our learning support programs – Including our ELL and SEN programs - improve access to learning for every student regardless of prior learning or English language proficiency. Most support is provided within the classroom setting. Some students, with more significant needs, will be 'withdrawn' at times during the instructional day. Placement tests are given whenever a child enters GIS and diagnostic tests are made throughout the year to determine the student's readiness to succeed without additional support. Once a need for support is identified, the support programs are not optional, but rather a condition of enrolment in our school. This may come at an additional cost to the family. The ELL and inclusion teachers are the final arbiters of student readiness to exit ELL and Learning Support for learning without additional support.

#### **English Language Learners (ELL)**

Our ELL program is designed to enable students to reach a sufficient degree of proficiency in the English language to be able to participate fully in mainstream classes. The ELL program is available for students in Grade 1 and above. ELL students are supported with additional resources and strategies in the classroom as well as small group targeted language sessions with students at similar levels of proficiency. ELL teachers work with Grade



Level teachers to ensure necessary accommodations and curriculum modifications are in place to provide every student with access to learning.

Language assessments are given when a child enters GIS and diagnostic tests are made throughout the year to determine the student's readiness to exit the ELL program. ELL tuition is billed directly to parents per term. Our ELL program for identified students is not optional but rather a condition of enrolment in our school. The ELL teacher is the final arbiter of student readiness to exit ELL and enter mainstream classes, unsupported.

### Counseling

All primary students will take part in occasional lessons run by our school counselors. Proactive strategies are taught in relation to social skills, communication skills and self management skills. Some students take part in small group sessions to help resolve an issue. Individual or a series of counseling sessions can be arranged by the parent, teacher or child by contacting one of the primary school counselors by email or by calling school reception.

**PreK-Grade 3-** Ms. Kimberly Glaspie ([k.glaspie\\_gis@gemsedu.com](mailto:k.glaspie_gis@gemsedu.com))

**Grade 4-5-** Ms. Rosalie Logan ([r.logan\\_gis@gemsedu.com](mailto:r.logan_gis@gemsedu.com))

## Admissions and Enrollment

### Admission/ Grade placement

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

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

- Pre-Kindergarten (PreK): children must be 3 on or before August 31st
- Kindergarten (KG1): children must be 4 on or before August 31st
- Kindergarten (KG2): children must be 5 on or before August 31st
- Grade 1: children must be 6 on or before August 31st

**Grades 2-5:** The Registrar places students according to their transfer certificate and last level of completed academic award. Birth date is taken into consideration if the school has doubts regarding the child's placement, or records are not available. Students entering GIS may be required to take an assessment before admission is granted. In PK/KG this usually takes the form of a play assessment. Any requests to place a student in a grade outside of the above criteria will require approval from KHDA.

### Early Childhood Toileting Expectations

Each of our KG classrooms is equipped with a toilet, and one of our requirements for admission is that students are fully toilet independent before joining a classroom setting. This includes recognizing the need to use the bathroom, using the toilet, and cleaning properly afterwards. Though students are reminded and encouraged to use the bathroom, there is an expectation that they are also able to do so without consistent prompting.

In the initial weeks that a child joins GEMS International School they will be:

- Monitored when they go to the bathroom
- Supported with reminders to clean properly
- Offered physical assistance should clothings or buttons become challenging

In the case of ongoing concerns regarding toilet independence, there will be further discussion between the student's parents and teacher about how to support the student's ability to manage. The school reserves the right to request for the child to remain at home to practice toileting independence before returning to the classroom setting.

## Class and Teacher Assignment

We believe strongly in the importance of well-balanced mixed student groups – children work within a heterogeneous group so that all benefit from the diversity of backgrounds, talent and thinking skills that makes GIS a special place. It is important that each class is representative of the whole grade level and can be held accountable to the same academic standards. In order to create the optimal class environment, we consider the social, emotional, physical and academic needs of each child. To ensure well-balanced classes we also consider gender, nationality, new or returning family, and level of English fluency and religion. We also place students with others they are likely to form positive learning relationships with.

Homeroom teachers, grade level leaders, school counselors, learning support teachers and the primary leaders work together to create balanced classes, taking into account the aforementioned considerations. Class lists will be communicated to parents before the first day of the academic year. We are not able to entertain requests for placements with specific teachers. It is natural to express initial disappointment about changes in social groups and/or unfamiliar teachers. However, children are also open to new and different experiences, relationships and learning when we encourage them in their efforts. The composition of new classes allows for social growth and independence.

## Change of Contact Details

The school database must always have the 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. **If your details change, it is your responsibility to update parent profile/contact information.**

## Withdrawing from School and Transfer Certificate

Please contact the registrar if planning to withdraw from the school. The school requires a minimum of two weeks' notification of withdrawal. Parents are responsible for completing and returning a Student Clearance Form. In the event of outstanding books, fees or fines, the school will not release records nor issue a Transfer Certificate. The Ministry of Education in the UAE requires that all students from Grade 2 onward submit a Transfer Certificate to change schools. GIS will prepare a Transfer Certificate for all students who have completed the withdrawal process.

## Health, Safety & Security

**Please refer to GEMS health and safety guidelines for COVID- 19 related precautions and protocols.**

### Campus Security

A security officer is on duty on the school campus at all times. The officer is there to assist families on weekends and to make certain that academic buildings are properly locked during non-school hours. In case of an emergency, the security officers have access to a telephone.

GIS safety and security policies are in place and used to guide students and staff on expected procedures, to ensure a uniform, orderly and timely response to emergencies should they arise. Our staff and students are all taught emergency procedures for building evacuation and relocation to a safer area of the school campus. Fire drills and lockdown drills are practiced throughout the year so students know the appropriate response in emergency scenarios.

### Fire Alarm/Lock-Down Drills



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

- When the alarm is sounded, students and visitors should leave the building immediately in an orderly fashion using the designated exit.
- After leaving the building, students and visitors should report to their designated assembly point for an attendance check. The assembly point for all students on the outdoor pitch/field.
- Emphasis is placed on remaining quiet and observing rules and directions during the fire drills.

Lock down drills take place to familiarize students and staff for a process where remaining in secured areas within the school is considered important for safety.

- Lock down drills will also be practiced so that students are familiar with the term and the procedures of getting inside and under cover.

### ID Badges

It is necessary that all parents and visitors wear school ID badges indicating that they have registered with school security. All faculty and staff are required to wear their named photo ID badges at all times while on campus. Visitors will have lanyards designating their status by color. Lost or stolen cards must be reported immediately.

Colored lanyards:

**Navy Blue:** Students and staff

**Yellow:** Parents

**Red:** GIS Parent Association (GISPA)

**Green:** Visitors, contractors, suppliers

There are periods of time when visitors are not permitted on campus due to government regulations. All permitted visitors (including parents, non-GIS students, and previous GIS students) must check in with the front welcome desk/reception.

### Driver and Nanny School ID Cards

If your child/children are picked up from school by a driver or a nanny, they too must have their own ID cards. In order to receive an ID card you must:

1. Fill in the application form (available from reception)
2. Attach passport copy of the driver and/or nanny
3. Attach copy of resident visa for driver and/or nanny
4. Attach copy of their Emirates ID card
5. Return all the papers to the Operations Office (located behind the main reception beside STS)

Should your driver or nanny not have the appropriate School ID badges, the school may refuse to release the student to them.

### Supervision of Students

We operate a daily attendance system for all primary school students arriving or departing school during school hours. Students arriving or departing within the school day must be signed in/out by a parent. Please see the section to clarify this procedure.

Parents are requested to collect their children within 15 minutes of dismissal. Frequent late pick-ups will result in the consequences as outlined in the KHDA parent/school contract and may incur financial penalties.

## School Clinic Information

### Please refer to GEMS Operating Manual for School Clinics for COVID-19 Pandemic

The GIS clinic is staffed by three registered/licensed nurses and our school doctor. Our staff provides health screenings; assesses and manages chronic and acute illness; administers medications; provides first aid for school-related injuries; promotes health and safety; maintains student medical records. The medical staff is

available to consult with parents as needed, regarding health concerns of students, either in person, by telephone or e-mail.

If a student has special health needs (medication, chronic illness or condition, allergies, or requires special procedure or intervention), the parent is encouraged to schedule a time to meet with the school doctor or 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 clinic staff 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.

### Emergency Contacts

It is a parent's responsibility to keep the school and the clinic informed of current work, cellphone and home phone numbers, and any other means whereby they can be contacted during the school day should the need arise.

The Emergency Care Form is utilized in many ways, from 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.

### 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. If your child is asthmatic or has a severe allergy, a physician-signed form to use or administer an inhaler, or Epi-pen will be required. 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.)

### 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 should 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 outdated. Over-the-counter medication to be held in the clinic must be in a sealed, unopened, new bottle. (For short time medication, ask a pharmacist for a separate bottle to be kept in the clinic, to prevent missed doses.)
- Parent/guardian must deliver medication to the school clinic, not the student.
- All medicine must be picked up by a parent at the end of the school year.
- If medication is to be hand-carried, a backup 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 medication (not prescription). Medication will be dispensed without written parental permission.

### Illness or Injury "staying home if unwell"

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. Please refer to Appendix A for a list of school exclusion conditions. 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.

### "staying home if unwell"

Your child should stay home for any of the following:

- A fever > 37.7 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 Pink Eye/Conjunctivitis; 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.

In all cases, the school nurse is the final arbiter and, if necessary in discussion with the principal, will signal when child is safe to return to school.

### Immunizations

The Health Authority of Dubai promotes a successful immunization program and 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 local health regulations, the clinic promotes the screenings which are recommended annually. This consent form is part of the annual school health forms, which is given out at the beginning of the school year. Please refer to that form 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. Nuts are banned at GIS, therefore any food brought in for sharing must be free of nuts/nut products.

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

### Buses

A school bus service is available for GIS students who live in designated areas. The service is managed by a company called STS. STS have an office in the school where parents can register their child to use the bus or to speak to them regarding any questions they may have.

A conductor, in addition to the driver, is assigned to each bus to help manage students and support the driver. Students who use the school bus either regularly or as a guest at any time or on special occasions must observe the following rules:

- Students are expected to demonstrate respect for the driver, the conductor and other passengers.
- 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.
- Students are not permitted to eat or drink on the bus.





Bus Code Violation	Possible Consequences may include:
1 <sup>st</sup> Offense	Warning to child and plan
2 <sup>nd</sup> Offense	Parent contact and letter
3 <sup>rd</sup> Offense	Removed from bus for 10 school days
4 <sup>th</sup> Offense	Parent conference and student will be removed from the school bus system. An action plan required for a return to services.

Please contact STS for further information about school buses.

[indu.tripathi@sts-group.com](mailto:indu.tripathi@sts-group.com)

## Complaints Procedure for Parents and Legal Guardians

At GIS 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 its procedure.

### Informal Resolution

Most complaints and concerns will be resolved quickly and informally. If parents have a complaint or concern they should, in the first instance, contact their son's/daughter's teacher. In most cases, the matter will be resolved. If the teacher/parent cannot resolve the matter alone, it may be necessary for him/her to contact school leadership. Any complaint made directly to the leadership team will be referred back to the relevant teachers to ensure it is handled quickly and effectively. Teachers and leaders will keep anecdotal records of concerns and approaches or strategies to rectify the situation. At times consultation with further resources is beneficial.

Most complaints will be resolved informally. If this does not happen, parents will be advised that they may follow the formal procedure below.

### Safeguarding

GIS is fully committed to safeguard and promote the welfare of children under its care. There is a whole school Designated Safeguarding Lead (DSL) as well as a Primary Deputy Designated Safeguarding Lead (DDSL) who worked together with families to provide support where required. Should you have any questions, or require support, please reach out to Raquel Nahas ([r.nahas\\_gis@gemsedu.com](mailto:r.nahas_gis@gemsedu.com)) as the Primary DDSL.

### Contact Details


GIS Telephone: +971 4 3396200

GIS Fax Number: +971 4 3396551

Department	Name	Email
Head of School	Simon Herbert	<a href="mailto:s.herbert_gis@gemsedu.com">s.herbert_gis@gemsedu.com</a>
Head of Secondary	Amanda Murphy	<a href="mailto:a.murphy_gis@gemsedu.com">a.murphy_gis@gemsedu.com</a>
Head of Primary	Kim Conlin	<a href="mailto:k.conlin_gis@gemsedu.com">k.conlin_gis@gemsedu.com</a>
Ass. Head of Primary	Raquel Nahas	<a href="mailto:r.nahas_gis@gemsedu.com">r.nahas_gis@gemsedu.com</a>
Ass. Head of Primary	Sarah McLean	<a href="mailto:s.mclean_gis@gemsedu.com">s.mclean_gis@gemsedu.com</a>
PK-G1 Coordinator	Helen Bruce	<a href="mailto:h.bruce_gis@gemsedu.com">h.bruce_gis@gemsedu.com</a>
PYP Coordinator	Shannon Garrett-Janes	<a href="mailto:s.garrettjanes_gis@gemsedu.com">s.garrettjanes_gis@gemsedu.com</a>
Extra Curricular Activities	Barry Mchugh	<a href="mailto:b.mchugh_gis@gemsedu.com">b.mchugh_gis@gemsedu.com</a>



## Appendix A Bus agreement

	<b>School Transport Services LLC</b>	<b>STS-SD-M-01-F-03</b>
<b>Student Bus Behaviour Code</b>		

Students are expected to adhere to the Bus Behaviour Code. Let us work together to keep everyone safe and happy, on the journey to and from school. Parents are encouraged to discuss the following standards with their child at home.

### Do's:

- Wear a face mask at all times.
- Travel by your designated school bus.
- Be on time for pick-up and departure.
- Make sure the road is safe before crossing the street.
- Stay at least 10 steps away from the school bus and make sure the Bus Driver can see you.
- Avoid the danger zone areas surrounding the bus.
- Cooperate with the Bus Guardian for temperature checks.
- Scan your RFID card when boarding and getting off the bus.
- Sit in the designated bus seat as advised by the Bus Guardian.
- Keep your seat belt on for the entire journey.
- Remain seated until advised by the Bus Guardian.
- Always face forward when seated.
- Keep the aisles and walkway clear at all times.
- Be courteous and follow the Bus Guardian and Bus Driver's instructions.
- If you feel unwell, immediately report to the Bus Guardian or Bus Driver.
- Use electronic devices responsibly and report any misuse to your Bus Guardian or Bus Driver.
- Take your personal items with you when you leave the bus.

### Don'ts:

- Stand while the school bus is moving.
- Sit on a restricted seat.
- Distract the Bus Driver.
- Shout or be disrespectful towards others.
- Bring friends onto the bus without written permission from STS and the school.
- Eat or drink (except water) on the bus.
- Throw objects of any kind in the bus.
- Place anything on the windows of the bus.
- Damage the bus in any way.

I have discussed the above rules with my parent(s) and agree to adhere to them.

Name of School: \_\_\_\_\_ Grade: \_\_\_\_\_ Section: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Name of Parent: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Working together to make school transport Safe, Timely, Smart.**

Original Date: 24.09.10  
Revision Date: 08.08.21

**CONTROLLED COPY**  
**(IF THIS MARK IS IN RED)**

Version: 3.1  
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## Appendix B (medical)

SCHOOL EXCLUSION TABLE			
Disease or Condition	Incubation Period	Exclusion of Cases	Exclusion of Contacts
Chicken Pox	From two to three weeks; usually 13-17 days.	Exclude from school until vesicles become dry, or 10 days from appearance of rash	Not excluded.
Conjunctivitis		Until discharge from eyes has ceased.	Not excluded.
Diphtheria	Usually two to five days.	Until cultures are negative, until receipt of a medical certificate of recovery from infection.	Domiciliary contacts excluded until investigated by medial officer and shown to be clear of infection.
Giardiasis (diarrhea)	Usually one to three weeks or longer; or average seven to ten days.	Until diarrhea ceases	Not excluded.
Hepatitis A	Usually fifteen to fifty days; the average twenty eight to thirty days.	Exclude from school or work for one week after the onset of illness or jaundice. Until receipt of a medical certificate of recovery from infection or on subsidence of symptoms.	Not excluded.
Hepatitis B	Usually sixty to ninety days; the range is forty five to one hundred eight days.	Until recovered from acute attack	Not excluded.
Impetigo (School sores)		Until sores have fully healed. The child maybe allowed to return earlier provided that appropriate treatment has commenced, and that sores on exposed surfaces (such as scalp, face, hands or legs) are properly covered with occlusive dressings.	Not excluded.



Measles (Rubeolla)	Approximately ten days, but varies from seven to ten days and maybe as long as fourteen days until the rash appears.	Until at least five days from the appearance of rash, or until receipt of medical certificate of recovery from infection.	Non-immunized contacts must be excluded for thirteen days from the first day of appearance of rash in the last case unless immunized within 72 hours of contact.
Meningococcal Infection	Commonly three to four days, but can vary from two to ten days.	Until receipt of a medical certificate of recovery from infection.	Household contacts must be excluded from school or child care until they have received appropriate chemotherapy for at least 48 hours.
Meningitis (Viral, Aseptic)	Varies with specific agent.		
Mumps	Usually twelve to twenty five days; commonly eighteen days.	Exclusion from school, childcare or workplace until nine days after the onset of swelling. Until fully recovered.	Not excluded.
Pediculosis (Headlice)		Until appropriate treatment has commenced.	Not excluded.
Pertussis (Whooping cough)	It is commonly seven to ten days; rarely more than fourteen days.	Until two weeks after the onset of illness and until receipt of a medical certificate of recovery from infection.	Household contacts must be excluded from attending a children's services centre for twenty one days after last exposure to infection if the contacts have not previously had whooping cough or immunization against whooping cough.
Poliomyelitis / Acute Flaccid Paralysis (AFP)	Usually seven to fourteen days; the range is three to thirty five days for paralytic cases.	Exclude from schools and children's settings until at least fourteen days after onset of illness and until receipt of a medical certificate of recovery from infection.	Not excluded.
Rubella (German Measles)	Usually sixteen to eighteen days.	Exclude from school for at least five days after onset of the rash	Not excluded.
Scabies	Usually two to six weeks before itching occurs in a person not previously infected. If a person is	Until appropriate treatment has commenced.	Not excluded.



	reexposed, it is one to four days.		
Shigellosis (Diarrhea)	From twelve hours to four days (usually one to three days); up to one week Shigella dysenteriae.	Until diarrhea ceases.	Not excluded.
COVID-19 See COVID Manual for updated information			
Streptococcal infection including Scarlet fever	Usually one to three days .	Exclude from school and children's settings until a medical certificate of recovery from infection has been obtained.	Not excluded.
Trachoma		Until appropriate treatment has commenced.	Not excluded.
Tuberculosis	From infection to the primary lesion or significant tuberculin reaction; about four to twelve weeks.	Until receipt of a medical certificate from a health officer of the Department that child is not considered to be infectious.	Not excluded.
Typhoid Fevers	Usually one to three weeks (depending on the infective dose from three days to three months).	Until receipt of a medical certificate of recovery from infection.	Not excluded unless the medical officer of a health of Department considers exclusion to be necessary.
Paratyphoid Fevers	Usually one to ten days.		
Hand Foot and Mouth Disease	Usually three to five days.	Exclude until all blisters have dried up / no fever.	Not excluded.
Ringworm		Exclude until the day after appropriate treatment has commenced.	Not excluded.



## NOTES