

**Georgetown
International Academy
Family Handbook
2019-2020**



INTRODUCTION

The Georgetown International Academy (GIA), formerly known as the Georgetown American School, was founded in 1971 to serve the needs of the US Embassy post in Guyana. Very quickly, GIA became the school for various posts including the Canadian, British, and Indian High Commissions. At present, we serve the expanded diplomatic community in Georgetown, including the European Union, and various NGOs. We also serve the families of Guyanese and ex-pat business people and others who desire a fully accredited American international education.

We are the only school in Guyana to be accredited outside of the Caribbean. We are accredited by the world's largest education community, AdvancED. AdvancED serves more than 27,000 public and private schools and districts across the United States and in 69 countries that educate over 15 million students. As such, students who attend our school transition seamlessly to other overseas schools and universities. In 2011, GIA was the winner of AdvancED's Excellence in Education Award. In 2014, GIA acquired achieved an accreditation score in the top 20th percentile of AdvancED accredited schools worldwide. This March, GIA successfully completed an updated review process and is now once more currently accredited until June of 2024.

Vision: Georgetown International Academy is a learning community committed to academic excellence, global awareness, and empowering well-rounded individuals educated for success in life.

Mission: To provide opportunities and challenges for each student to succeed as a lifelong learner and responsible citizen in a changing world by:

- Promoting high standards of education that are grounded in research within a collaborative, student-centered learning community
- Promoting the skills, knowledge, and attitudes necessary for lifelong development of a well-rounded individual
- Preparing students to adapt and adjust to the complexities and challenges of the increasingly interdependent and constantly changing world
- Fostering awareness of rights, duties, and responsibilities of a globally aware and socially responsible citizen with a focus on respect for other cultures and nationalities

To learn more, please visit our web site at www.giagy.org

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DIRECTORY

Schoolwide and Section Coordinators

Head of School	McCLAIN, Brad	director@giagy.org
Principal	RICHARDS, Trudy	principal@giagy.org
High School Coordinator	BEN-ISRAEL, Leah	ben-israel@giagy.org
Middle School Coordinator	HILL, Michelle	hill@giagy.org
Pre-School Coordinator	ABBOTT, Lindsey	abbott@giagy.org
Elementary School Coordinator	WICKHAM, Orlinda	wickham@giagy.org
Special Education / Curriculum Coordinator	JOB, Delissa	job@giagy.org
Educational Technology Coordinator	VELAZCO, Janeth	velazco@giagy.org

School Board

*Secretary	GAVIRIA, Ivan	board@giagy.org
Chair	BEHARRY, Anand	
Vice-Chair	MENDES, Adriana	
Treasurer	WALLEN, Reynaldo	
Voting Member	MCDOOM, Moen	
Voting Member	SKRIEN, Timothy	
Voting Member	BRAZIEL, Eric	
US Ambassador's Representative	WHITTACKER, Curt	

*Please contact the Board via the Board Secretary.

Administrative and Support Personnel

Business Manager	AARON-ROSHEUVEL, Loretta	rosheuvel@giagy.org
Executive Assistant	DA SILVA, Alana	dasilva@giagy.org
School Nurse	BLENMAN, Joanne	nurse@giagy.org

Head of Security	YEARWOOD, Darell	yearwood@giagy.org
Facilities Supervisor	DASS, Harold	dass@giagy.org
Assistant Facilities Supervisor	WILLIAMS, Patrice	williams@giagy.org
IT Technician	HILLIMAN, Dwayne	hilliman@giagy.org
Accounts Technician	SINGH, Tineka	singh@giagy.org
Accounts Assistant	TBA	
Procurement Assistant	MCTAIR, Jonika	
IT Assistant	SOBERS, Christian	sobers@giagy.org
After School Activities Coordinator	CHAVES, Christina	activities@giagy.org
Front Office Assistant	THARUNA, Jaikaran	jaikaran@giagy.org
Cleaning Staff	COSBERT, Juanita KING, Faith SAMPSON, Jaqueline	Please contact Mr Dass with any questions.
Security guards	BATSON, Peter GLASGOW, Jamal JACOBS, Carl KILKENNY, Louis KING, Brian LEITCH, Owen SINGH, Naomi SIMMONS-STEPHENS, Stephanie	Please contact Mr Yearwood with any questions

Nursery through Grade 5 Faculty

Nursery	DOUGLAS-HINDS, Collette	Douglas-hinds@giagy.org
Pre-Kindergarten	CLARKE, Delmae	clarke@giagy.org
Pre-Kindergarten	GOVEA, Florencia	govea@giagy.org
Kindergarten	ABBOTT, Lindsey	abbott@giagy.org
Kindergarten	MUÑOZ, Lily	munoz@giagy.org
Grade 1 homeroom	IRVINE, Catherine	irvine@giagy.org
Grade 2 homeroom	GROOM, Jasmine	groom@giagy.org
Grade 2 homeroom	WICKHAM, Orlinda	wickham@giagy.org

Grade 3 homeroom	PANDITA, Fatima	pandita@giagy.org
Grade 3 homeroom	CUMPSTON, Theresa	cumpston@giagy.org
Grade 4 homeroom	LINLEY, Zakiyah	linley@giagy.org
Grade 5 homeroom	PENDON, Jafet	pendon@giagy.org
Teaching Assistant	ALLICOCK, Nareefa	allicock@giagy.org
Teaching Assistant	ABRAMS, Avril	abrams@giagy.org
Teaching Assistant	BALDEO, Michelle	baldeo@giagy.org
Teaching Assistant	BALKARAN, Savita	balkaran@giagy.org
Teaching Assistant	DENTON, Katy	denton@giagy.org
Teaching Assistant	JAGDEO, Indroutie	jagdeo@giagy.org
Teaching Assistant	MICHAEL, Karen	michael@giagy.org
Teaching Assistant	THOMAS, Shevon	thomas@giagy.org
Teaching Assistant	WILLIAMS, Denicia	dwilliams@giagy.org
Teaching Assistant	MEUSA, Nashana	meusa@giagy.org

Grade 6-12 Faculty

Grade 6 homeroom	JACKSON, Lou Ann	jackson@giagy.org
Grade 7 homeroom	KENNEDY, Arvis	kennedy@giagy.org
Grade 8 homeroom	CRUICKSHANK, Diana	cruickshank@giagy.org
Math Department	DURAN, Rona HILL, Michelle WATSON, Dachele	duan@giagy.org hill@giagy.org watson@giagy.org
English Department	CRUICKSHANK, Diana JACKSON, Louann SINGH, Subraj	cruickshank@giagy.org jackson@giagy.org singh@giagy.org
Science Department	HILL, Michelle GONZALEZ, Natalia	hill@giagy.org gonzalez@giagy.org

	WATSON, Dachele	watson@giagy.org
Social Studies Department	BEN-ISRAEL, Leah KENNEDY, Arvis WALCOTT, Fyona	ben-israel@giagy.org kennedy@giagy.org walcott@giagy.org

Special Subjects

Art	DARRELL, Rayann	darrell@giagy.org
Physical Education, Health	ENGLISH, Tyson	english@giagy.org
Music	GILLIAM, Ellenelle	gilliam@giagy.org
Spanish	OSPINA, Clara	ospina@giagy.org
French	LEWIS, Andre	lewis@giagy.org
Special Education	MCCLAIN, Cathy	mcclain@giagy.org
ESL, Special Education	LEWIS, Althea	alewis@giagy.org
Library, Digital Citizenship, ESL	GRAHAM, Michael	graham@giagy.org
Teaching Assistant	EMBLETON, Stephonie	embleton@giagy.org

BOARD AND ASSOCIATION

The GIA school community is led by a head of school and a democratically elected school board comprising seven parents and two non-voting members. The non-voting members are a teacher's representative and a representative of the US ambassador. The GIA Association consists of all parents or guardians of GIA students. The school board meets monthly and produces annual reports on activities and the financial standing of the GIA association. GIA's association is governed by "Articles of Understanding," copies of which are available to association members upon request.

The function of the Board of the Georgetown International Academy is the overall control and direction of the business affairs of the Association and school. All parents or guardians of students at the school are eligible to stand for election to the Board, provided they are not GIA employees or spouses of GIA employees. The school Board typically meets on the second Tuesday of the month, but may hold extra meetings when warranted. Regular statutory Board meetings are open to parents and personnel. The dates of Board meetings may be viewed via the parent portal.

FACULTY

All GIA teachers hold Bachelor's degrees and some hold Master's degrees. The Head of School evaluates all Faculty members using AASSA's Teacher Performance Evaluation System, a form of teacher evaluation in which the emphasis is on job related skills, techniques, and abilities in the 6 domains for professional competency. GIA's teachers are required to engage in professional development activities outside of GIA on a regular basis in order to maintain up to date teaching credentials.

PTO

The GIA Parent Teacher Organization (PTO) provides significant support to our educational program. The PTO's mission is to serve as a powerful voice for children, a relevant resource for families and communities, and a strong advocate for the education and well-being of every child. We encourage every parent to become actively involved in the PTO. GIA's PTO officers for the 2018-2019 academic year were Kristen Slanina (President), Deidra Escobar (VP), Kim Gaviria (Marketing), Anne-Marie Côté (Secretary), Ellenelle Gilliam (Treasurer) and special members Clara Ospina, Ayaana Jean-Baptiste, Cassandra Raun Gardner, and Sasha Kuzmina. Teachers and auxiliary staff are strongly encouraged to support the GIA PTO. The PTO email address is pto@giagy.org.

STUDENT COUNCIL

GIA's Student Council consists of elected representatives of the student community, led by four student office holders. The Student Council provides students with the opportunity to be involved in the democratic process by initiating, promoting, and implementing programs for student and school development. The Student Council Officers for the 2018-2019 academic year were Julia Regina (President), Sofia Piñol (Vice-president), Naomi Hill (Secretary), and Sakinah Khan (Treasurer). Ms. Ben-Israel and Ms. Duran are the 2018-2019 advisors to the Student Council. Teachers are strongly encouraged to support the GIA Student Council.

KEY CLUB

In June 2014, GIA became a member of the Kiwanis Key Club program which is a world-wide community service organization. Students of Grades 9-12 are encouraged to join the Key Club and actively participate in its initiatives. Ms. Clarke and Ms. Gilliam are the Key Club advisors.

FACILITIES

GIA is located approximately three miles from the center of Guyana's capital city in a comfortable residential area. The GIA campus is situated on four adjoining properties and includes two buildings. The main building houses the elementary school, middle school, and assembly area. The second building houses the business office, high school, library, and science lab. The Physical Education and Music classrooms are located in a small building near the entrance to the campus. GIA's campus includes two play areas and is protected by security fences and round-the-clock guard service.

SCHOOL AFFILIATIONS

GIA is an A/OS school and thereby receives aid grants and similar benefits from the US Department of State in Washington D.C. Please refer to <http://www.state.gov/m/a/os/58563.htm> for more information. Throughout its existence, GIA has enjoyed a special relationship with the US embassy in Guyana, and the support of the United States Ambassador. GIA also enjoys the unofficial support of other embassies and high commissions including the Indian High Commission, Canadian High Commission, and European Union.

GIA is also a member of the Association of American Schools in South America (AASSA), a group whose mission is to provide and promote programs and services to member schools to enhance the quality of American International Education, as well as the Association for the Advancement of International Education (AAIE), and International Schools Services (ISS).

GENERAL INFORMATION

Admission to Pre-school

For students joining the Nursery/Kindergarten, placement is contingent upon date of birth. All applications will be collected and dated by date of receipt. Priority for admission will be given to four-year-old students first, followed by three-year olds.

For students joining the Nursery, Pre-K, or Kindergarten, placement is contingent upon date of birth. Age Level requirements are as follows:

- | | |
|----------------|--|
| ● Nursery | Age 3 by October 15 of the current academic year |
| ● Pre-K | Age 4 by October 15 of the current academic year |
| ● Kindergarten | Age 5 by October 15 of the current academic year |

Students with birthdays beyond the October 15 age deadline will not be eligible for admission to a higher grade. However, special cases may be considered for students with birthdates before December 31 at the discretion of the Admissions Team.

Student Admission to Grades 1-11

Generally, student admission will be based upon evidence of the student's ability to benefit from GIA's educational program and to make positive contributions to the learning environment. The Director will decide upon an individual's admission status based on various determining factors including:

- Age
- Previous academic and behavior records
- English proficiency
- GIA's ability to effectively maintain quality instruction for all enrolled students

Students who transfer to GIA from other U.S. accredited schools will be admitted to the grade level that was assigned by the previous institution. Students transferring from schools that are not U.S. accredited may be required to take a placement exam to determine grade assignment. A student may be refused admission because of serious behavioral misconduct at a previous school. Children with special needs that cannot be easily addressed in a regular classroom setting will only be admitted after careful assessment of the child's needs and the school's ability to meet those needs.

Priority Consideration for Student Admissions

Provided the students have the academic ability to succeed in GIA's academic program and priority for admission will be given to applicants in the categories below in the following order:

1. Children of U.S. citizens engaged in carrying out U.S. Government activities
2. Siblings of currently enrolled students
3. Children of diplomatic and international organizations and businesses
4. Children who have demonstrated previous academic success in a similar U.S., American, or international school
5. Children of Faculty of GIA
6. New applicants transferring from an English-speaking international school overseas
7. Students currently enrolled in a local school

Admission to Grade 12

Students who wish to transfer to GIA from Guyanese schools must attend a minimum of two years before receiving a GIA high school diploma. Students who wish to transfer directly into Grade 12 must provide records of completion of Grade 11 in a US accredited school or equivalent.

Grade Retention or Advanced Grade Assignment

At time of admission, a student will be assigned to an appropriate grade according to his or her previous school records or, for children between the ages of 3 and 6, the GIA cut-off date of December 31st. Typically, students' needs are best met by remaining at the same grade level as peers of the same age. In cases wherein a student is over- or under-challenged at his or her grade level, teachers will provide supplementary learning experiences. In rare cases, a student's needs would be better met by repeating the current grade or being advanced a grade, and the faculty may recommend grade retention or advancement.

Retention refers to having a student repeat a grade or subject. Advancement refers to placing a student in a grade level/subject area that is above age grade placement. The process for advancement will not begin until after the third week of classes to allow appropriate observation time. No requests for grade advancement will be processed beyond the end of the first quarter of the current school year

Grade Advancement Process

- The parent makes a request to classroom/subject area teacher or Principal for child to be considered for advancement.
- The Principal may direct that observation/testing commence immediately with the results going to a Child Study Committee (CSC) meeting (includes the Head of School and all members on the staff who have and or will have contact with the student).
- The CSC will review all pertinent information and will make a final recommendation to the Head of School as to whether the student is eligible for consideration for grade/subject area advancement.
- The Principal shall confer with the parents to inform them of the decision as to whether:
 - Current grade/subject area placement will be maintained.
 - Current grade/subject area placement will be maintained with enrichment during class time.
 - Grade/subject area advancement.
- Should advanced placement be made, a follow-up Child Student Committee meeting will be held to evaluate the student's progress within a 4 – 6 week period.

Immunizations

Before the admission process can be completed, students will be required to present proof of the following immunizations. All immunizations must be up to date:

- Measles, Mumps, Rubella
- Diphtheria
- Polio
- Pertussis

The following immunizations are recommended:

- Yellow Fever
- Hepatitis B
- Tetanus

ATTENDANCE POLICIES AND ARRIVAL/DISMISSAL PROCEDURES

SCHOOL HOURS

The normal school day begins at 7:40 for maintenance personnel for all students. Parents should drop off their children between 7:30 and 7:45 at the main gate located on Chandra Nagar Street. Students who arrive at school later than 7:45 will be marked tardy for class.

STUDENT ATTENDANCE

Regular attendance is essential to the education process and achievement of each student. GIA students are expected to attend all scheduled classes and to remain in school for all festivals and special events that occur during regular school hours.

Students are not permitted to leave school before the end of the school day without a parent/guardian first notifying the school office. However, excused absences may be granted for illness or in rare cases of business related travel, death of a relative, or significant personal problems. Students may receive an excused absence for the reasons stated above, provided that substantiated documentation is presented. An excused absence allows for the privilege of making up missed assignments in the affected class. Although GIA teachers may provide special assignments when necessary, it is important to note that no assignment can adequately make up for lost class time. Unexcused absences are considered to be any absence not listed above or any absence that is missing the proper documentation (even if from the list above).

Though absences are categorized as excused or unexcused, **all absences are added to the same pool of overall total absences.** Students who miss more than 20% of class time for a particular class will be given a grade of **Incomplete** for the affected term unless the Head of School authorizes an exception due to special circumstances. When possible, all attendance concession requests must be submitted to the Head of School in advance and in writing. A grade of "Incomplete" will have a negative effect on the GPA, credit count, and transcripts of students in grades 9 through 12.

Each teacher is responsible for recording attendance for his or her classes. This includes recording absences and the number of minutes the student is tardy for class. Tardy minutes exceeding 50 total minutes will equate to a 1 period absence in the recording class. The class teacher is required to make each student aware of his or her respective absences. As a courtesy, the Student Affairs Advisor will notify parents and mentors of every 3rd, 5th, 7th, and 9th absence for the term.

Students are not permitted to leave school before the end of the regular day without a parent/guardian first notifying the school office. Students will only be permitted to leave school at the request of a parent/guardian. Students are expected to remain in school for all regular classes, festivals, and special events.

ABSENCES

CATEGORIES OF ABSENCE: Excused, Unexcused, School-Excused

Excused absence: Student is absent for a valid reason, supported by parent confirmation, and approved by school. These count as missed class time and towards the attendance policy.

Examples

- Illness - undocumented
- Illness in student's family - undocumented
- Professional appointments that cannot be scheduled outside of the school day
- College visits/college fair
- Family matters necessitating absence from school with advance notice
- Absences outside of the student's control

Unexcused absence: Student is absent without parent/guardian confirmation and/or for reasons not accepted by the school. These count as missed class time and towards the attendance policy.

Examples

- Missing more than 10 unauthorized minutes of class time.
- Running late (to class or to school –over 10 minutes)
- Truancy/skipping school
- Oversleeping/sleeping in
- Senior skip day
- Unverified by parent/guardian
- Other illegitimate excuses
- Reason for absence denied by school.

School Excused: Student is absent from classes due to co-curricular activities or emergency situations in which student is prevented from attending school. These do not count towards the attendance policy.

Examples

- School sponsored curriculum and co-curricular activities
- Special talent/club activities – prior approval by Director required
- Suspension
- Authorized appointments with school personnel
- Death in student's immediate family or of a close relative or friend
- Illness –original documentation required by medical personnel
- Illness –H1N1 and influenza-like symptoms
- Illnesses or outbreaks sanctioned by the nurse
- Illness in student's immediate family – original documentation required from medical personnel
- Legal/court appearances – original documentation required from court system
- Religious holidays
- Physical emergency conditions such as fire, flood, or storm

CATEGORIES OF ABSENCE: Prearranged, Unexpected

Unexpected Absences: Student does not plan to be absent from classes and, therefore, does not have the ability to prepare for the absence.

Examples

- Undocumented illness (woke up with the flu)
- Unexpected flood

Prearranged Absences: Student plans to be absent from classes due to co-curricular activities or family emergencies in which student is prevented from attending school.

Examples

- Passport/Visa renewal trips
- School field trips in which only selected students miss classes (i.e. Spanish field trip students miss History but French students attend History class.)

CATEGORIES OF ABSENCE: Tardiness

Tardiness: Student arrives in class after scheduled start times. These count as missed class time and toward the attendance policy. For example, 50 minutes of cumulative tardiness is equivalent to one absence for the specific class. However, if the student arrives after the scheduled start time of their first class but the reason for tardiness qualifies as a school-excused absence, the minutes of tardiness will not count toward the school's attendance policy.

STUDENT ARRIVAL AND DISMISSAL

Because GIA is responsible for each child's safety, we adhere to strict rules concerning student transportation, pick up, and drop off. Students are not permitted to leave school before the end of the regular day without a parent/guardian first notifying the school office. Students are expected to remain in school for all regular classes, festivals, and special events. Students will only be permitted to leave school at the request of a parent or guardian.

Parents should drop off their children between 7:30 and 7:45 at the main gate located on Chandra Nagar Street. Nursery students must be picked up at the same gate at 11:30 a.m. each day. Students of grades Kindergarten through 12 must be picked up between 2:30 and 2:45 each day unless the student is participating in after school activities or tutoring. Students whose parents/guardians have not picked them up by 2:45 will be required to wait inside the school's office. Teachers will supervise arrival and dismissal.

Transportation to and from school is the responsibility of the parent/guardian. For the safety of all GIA students and school personnel, we require that parents, guardians, or anyone else who drops off or picks up students use the main gate and driveway on Chandra Nagar Street. Parents must join the queue during arrival and dismissal time so that school personnel may safely and efficiently ensure that each child has been securely handed over to the correct driver and vehicle. Please note that students will not be permitted to walk home or leave with non-parents or non-guardians unless the parent has made special arrangements via the school office. The office staff will provide each family with a laminated queue card to place in your windscreen to help

expedite the pickup process. **All parents and drivers must make every attempt to ensure a smooth, regular flow of the pick up queue. We ask parents and drivers to refrain from breaking the line or impeding its flow, or parking on the parapet to pick up a child. If you are the teacher on gate duty and a parent does not follow the rules, the security guard and teacher on gate duty will ask you to adhere to the procedures. We require all taxi drivers to join the line at the main entrance.**

Some parents, particularly those who have very young children, prefer to park and walk into the school compound at dismissal time. Parents must use the side entrance on Delhi Street for that purpose in order to alleviate congestion on Chandra Nagar Street. Parents have the option of joining the queue on Chandra Nagar Street as usual or parking on Delhi Street and approaching the side gate to pick up their children. Please note that parents only will have the option of using the Delhi Street entrance to walk in and pick up their children. **The option will not be extended to drivers, body guards, etc. Please note that teachers are not on duty at that gate, therefore we do not permit students to walk to their vehicles without a parent accompanying them.**

LUNCH AND SNACK

Students receive a ten-minute snack break at 9:30 each morning and are expected to bring their own nutritious snacks and beverages from home. The lunch/recess periods are from 11:10 to 12:00 (Nursery through Grade 5), whereas the middle and high school lunch period is from 12:10 to 12:40 (Grades 6 through 12). Students have the option of purchasing a hot lunch from school or bringing their own lunch from home. For security reasons we cannot allow deliveries from restaurants although parents may drop off lunch for their children. If you wish to drop off lunch for your child please ensure that it arrives prior to the start of their lunch period. When students' lunches arrive late, they miss valuable class time.

Lunch expectations for students in Grades 1 through 5:

1. Eat food only in designated lunch or snack areas.
2. Be courteous to others.
3. Remain in your seat.
4. Use a quiet voice.
5. Keep your eating area clean.
6. Go to recess only when you have been excused by the teacher on duty
7. Follow the rules of sportsmanship and fair play on the playground

Students may use the library during the recess period, but are expected to adhere to library etiquette. Students in Grades 6 through 8 may not be in classrooms or in the hallways during their lunch period. These students are permitted to be in the assembly area or playing fields. Students in Grades 9-12 may be in the locker room during lunch, provided they have not lost their privileges. Students may also go to the library provided they follow library rules for being quiet, etc. However, students should not eat in the library or drink anything other than water there.

VISITORS AND DELIVERIES

GIA's teachers and administrators welcome visits from parents and other guests, however, security protocols require visitors to provide advance notice of their arrival. Please call the school's office if you wish to meet with a teacher or visit the school for any other reason. If you do not make prior arrangements to enter the school compound, you will be asked to wait outside the campus while our guards confirm your identity and

gain authorization for you to enter the premises. Please note that weapons are never permitted beyond the GIA gates.

We are also unable to permit deliveries from unfamiliar persons. This includes food delivery and taxi services. If parents wish to have food or other items delivered to their children, they must deliver them in person or ensure that they are delivered by a driver who is familiar to our guards. Similarly, teachers may not have food delivered to GIA by drivers that are unfamiliar to GIA security guards or by any food delivery service.

Food deliveries from anyone other than the parent will be inspected before being delivered to the student. This includes food that is delivered by an employee of the parent.

COMMUNICATION

Positive communication along established lines with and between students, parents, teachers, the administration, and the Board is essential. GIA teachers and administrators encourage open, frequent, and respectful communication among all school stakeholders. Teachers and members of GIA's office staff are required to regularly communicate with parents and encourage the exchange of ideas. We ask that all Association members adhere to the following general procedures.

School to Home Communication

Teachers in each section will provide parents and students with a school to home communication plan. Teachers will maintain a web page for each class that parents and students may access via the PlusPortal. Parents may also access students' grades, week by week, via the PlusPortal. Each teacher is required to abide by that plan. In addition, on the first day of faculty in-service you will receive a user name and password to GIA's online teacher portal. Each student and parent will also have user names and passwords. Via the student and parent portals, families are able to see:

- An attendance and grades overview for the student
- A homework hand-in area
- A school directory with messaging capabilities
- Students' current grades and student information
- Dates for school upcoming school events including Board meetings
- Unit plans
- Assignments for each class

Every parent and student will be given a PlusPortal account. We encourage everyone to use the PlusPortal regularly. Please contact Mr. Sobers at sobers@giagy.org for more information. In order to learn more about PlusPortals for Parents and Students you may visit <http://www.rediker.com/parentplus-studentplus>

In general, please direct queries as follows:

- Curriculum--- Trudy Richards
- Parent or Student Portal---Christian Sobers
- Uniforms---Dolly Jaikaran(purchasing) or Trudy Richards (policy)
- After School Activities---Christina Chaves
- Invoices or payments---Loretta Rosheuvell
- School lunch---Christina Chaves
- To make appointments---Dolly Jaikaran or Alana DaSilva
- Facilities--- Harold Dass
- College advisement---Leah Ben-Israel
- Student health--- Joanne Blenman

- Discipline policy and procedures including attendance—Trudy Richards
- Student Council--- Leah Ben-Israel
- Key Club---Delmae Clarke or Ellenelle Gilliam
- Service Learning---Leah Ben-Israel
- Online courses--- Christian Sobers
- AP Program or SAT---Leah Ben-Israel
- MAP Testing---Trudy Richards
- To speak with Head of School---Alana Da Silva
- PTO---Deidra Escobar
- Report Cards and Yearbook---Christian Sobers

Email is a frequently used tool for communication between home and school. While convenient and quick, the intent of an email message can be easily misconstrued by the recipient and may cause hard feelings. If you receive an email that “doesn’t feel right,” please give the sender the benefit of the doubt and talk with him/her. We respectfully request that you refrain from sending an email when angry. Instead, call the office and ask for the teacher to return your call or meet with you in person. Teachers will respond to phone calls within 24 hours and emails within 48 hours.

Parent/Teacher conferences are important tools for facilitating good communication and aiding mutual reinforcement and assessment of educational goals for students. Strong communication and cooperation between teachers and parents/guardians facilitate the educational and emotional growth of the child. The teacher or parent may initiate a conference. Parents are asked to attend a minimum of two conferences per academic year, occurring at the end of the first and third terms. However, parents are asked to schedule additional conferences whenever there is a special concern. Please inform Ms. Da Silva and she will contact the teacher to arrange the conference. Teachers and other faculty members have many responsibilities and are not expected to see parents who drop in without an appointment.

Report Cards

Student report cards will be sent home electronically four times per year, at the end of each 9-week term. Report cards for Terms 2 and 4 will include narratives.

School Yearbook

The GIA yearbook is published annually and is a photographic record of events of the school year. The Language Arts elective students and teacher are responsible for the publication of the yearbook each June. Their responsibilities include raising funds, photographing school events, and designing the cover and layout of the yearbook in conjunction with an international firm. The aims of the GIA yearbook include:

- Providing a photographic reminder to students of their year’s achievements
- Fostering a sense of belonging and school pride
- Providing a keepsake to remind students of their school years

Resolving Concerns

Parents/Guardians

- 1 Concerns relating to the classroom must be referred to the teacher affected. Parents or guardians must request a conference with the teacher to discuss classroom concerns. If after the above step has been followed, the parent/guardian does not feel that the problem has been adequately resolved, he or she will be free to bring the issue to the attention of the Principal.
- 2 If after the above step has been followed, the parent/guardian does not feel that the problem has been adequately resolved, he or she is free to bring the issue to the attention of the Head of School.
- 3 If after the above steps have been followed, the parent/guardian is free to bring the concern to the Board. The concern should be addressed to the Board in a formal letter that indicates the steps that have been taken and describes the resolution the parent/guardian seeks. The letter should be sent to the Chairperson of the Board who will promptly acknowledge receipt of the letter. Letters must be submitted at least one week before the regularly scheduled monthly Board meeting to enable the item to be placed on the agenda. Any complaints relating to the Head of School or employees will be heard only in an Executive Session of the Board. The decision of the Board in such matters is final. The minutes of Executive sessions are confidential, but the person filing the concern will be notified of the Board's decision in the matter within 14 days of the decision.

Meetings with Principal or Head of School

The Principal is the instructional leader of the school whereas the Head of School has general oversight. If you have questions regarding curriculum, the academic program, etc. please call Ms. DaSilva to schedule an appointment with the Principal. If you have questions of a general nature or other reasons to speak with the Head of School, please schedule an appointment through Ms. DaSilva. The Principal and Head of School have set aside several hours each week for such meetings and will accommodate your request, but are unable to meet with parents on a drop-in basis.

The Head of School is the normal channel of communication between the Board and the school community. Positive communication along established lines with and between students, parents, teachers, and administration and the Board is essential and desired. The Board has adopted the above-mentioned procedures for parents to follow to resolve complaints or solve problems.

SECURITY AND EMERGENCIES

Nurse - Health Room

A health room is located on the ground floor of the elementary school building. Nurse Blenman will be available for consultation and emergency situations. All accidents in which injury occurs, or may have occurred, should be reported immediately to the administration. Any injury should have an accident report filled out regarding it. In cases where injury or illness is or may be presumed to be serious, the parents shall be

informed. Parents must be informed of any head injury. The school nurse and PE teacher have been trained as “first responders” and may be called upon to assist in an emergency.

GIA’s Head of Security, Darell Yearwood, can be reached at 608-6586.

Drills

Fire drill: A fire alarm will be signaled by the sounding of an alarm throughout both main buildings. Students and teachers will leave the buildings by filing out in an orderly line. They should then form single lines by class along the southern fence of the field. Teachers should make a head count and immediately notify the director or acting director if any student is missing. Students and teachers may re-enter the buildings only after permission to do so has been given by the director.

Take cover drill: An announcement will be repeated across the PA system. Students and teachers who are outdoors should quickly walk to their homerooms and sit on the floor away from any windows. If the classroom does not have a windowless area, the students should sit in the hallway. Students and teachers may resume regular activities only after permission to do so has been given by the director. **Lock down:** An announcement will be relayed via the PA system or intercom. If this is not possible, the message will be relayed via cell phone and other means. Students and teachers are to barricade themselves in the classrooms.

Steps to Follow in an Emergency: Determine which of the following descriptions best fits the situation, then follow the steps:

Fire or evacuation emergency

Follow this protocol in case of fire, smoke, a gas leak or similar situation in which all students, personnel, and visitors should evacuate the buildings for their personal safety. Follow the fire drill procedures and call the fire department.

If the fire alarm did not activate automatically, activate it now by triggering one of the fire alarm pull stations that are located throughout the buildings.

Take cover emergency

Follow this protocol in case of gunfire or explosions outside of the school grounds. Do not use this protocol if gunfire or an explosion occurs within the school grounds.

Follow the take cover drill procedures and call the police. Then call Security Alliance and MMC Rapid Response. Then notify the US Embassy by radio or telephone.

Lock down emergency

Follow this protocol if an intruder enters the compound.

Follow the lock down drill procedures and call the police. Then call Security Alliance and MMC Rapid Response. Then notify the US Embassy by radio or telephone.

****Please see the Emergency Action Plan attached at the end of this handbook.**

CURRICULUM AND INSTRUCTION

GIA offers a Nursery through Grade 12 curriculum that is compatible with those of US-based schools. In 1998, our school received accreditation from the Southern Association of Colleges and Schools (SACS) division of AdvancED, which subsequently renewed our accreditation in 2005, 2009, 2014, and 2019. Our current term of accreditation will expire in June 2024. Accreditation protocol and GIA's Board policies require that the faculty provide a rigorous PK-12 curriculum to enrich and reflect the needs and diversity of the school's international student body.

The Board requires that the staff provide a rigorous PK-12 curriculum to enrich and reflect the needs and diversity of the school's international student body. It is the duty of the professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view. GIA's faculty members participate in professional development workshops one to four times per year. The favorable student/teacher ratio is conducive to individualized instruction, flexibility, and the accommodation of mild special needs.

The curriculum at GIA is reviewed, implemented, revised, refined, and evaluated on a 5 year cycle to make sure that all are up to date, meet US and international standards, supports 21st Century Learning, and are developmentally appropriate for age and grade level expectations. The curriculum is made up of standards that are applied at all grade levels. Under each standard are grade level specific benchmarks and indicators that identify specific skills and knowledge that students should attain by the end of each grade. The curriculum is supported by teaching methodologies that create a student-centered learning environment that use inquiry based investigations, discussions, projects, demonstrations, modeling, role play, group work, interdisciplinary units and assignments. Included at the end of this document is an outline of each curriculum framework, their standards, and content summary.

In addition to the curriculum frameworks that outline the expectations and content for courses in each subject offered at GIA, we also offer several AP courses for students who qualify. The course content and syllabi for all AP courses are created and distributed by The College Board. Teachers who teach AP Courses at GIA follow the AP course outlines for their given subjects. There are very strict policies regarding entrance into AP Courses including prerequisite classes and minimum GPA. AP Tests are offered once a year and students have the potential to earn college credit depending on the score they earn from taking the AP Test. However, the score that students earn on the test does not affect the credits earned towards their graduation requirements for the actual course class time attended at GIA.

In addition to the core curriculum, GIA's academic program is augmented by music, art, French, Spanish, and physical education. Also, GIA's curriculum is designed to take advantage of the unique educational opportunities provided by the school's location in Guyana. University counseling is provided for 11th and 12th grade students. We also encourage students to participate in our after-school activities.

Grading system

The school year is divided into four terms, with 46-48 days in each term. Report cards are sent home at the conclusion of each marking period.

Student number and letter grades apply to Grades 1 through 12. Student grade point averages are calculated on a four (4) point scale and show the cumulative effort of high school students and are applied from Grades 9 through 12.

Grade Point System		Grade Point Average**	
Number Grade	Letter Grade	Non-weighted	Weighted*
98-100	A+	4.33	5.33
93-97	A	4.00	5.00
90-92	A-	3.67	4.67
88-89	B+	3.33	4.33
83-87	B	3.00	4.00
80-82	B-	2.67	3.67
78-79	C+	2.33	3.33
73-77	C	2.00	3.00
70-72	C-	1.67	2.67
68-69	D+	1.33	2.33
63-67	D	1.00	2.00
60-62	D-	0.67	1.67
0-59	F	0	0

*Advanced Placement courses are assessed an additional Grade Point Average weight of 1.00.

Class Size

In grades K-8, when class size reaches 15, the Head of School is authorized to split the class into two sections or provide a teaching assistant, as financial and human resources permit. If the enrollment in a particular grade is too low to permit students to engage in social learning and cooperative education, the Head of School may opt to combine two grades. In grades 9-12, every effort should be made to keep class size at 20 or below, but the Head of School is authorized to exceed that limit should circumstances warrant it.

In cases where there are two sections of the same grade, students will often have the opportunity to work with both homeroom teachers for the core subjects. Student assignment to one homeroom or another will be done in an equitable way to ensure both groups have even distributions of students by gender, learning styles, cultures, cognitive and emotional development/needs, and proficiency in the English language. In support of this process, we welcome parents' insights into their children's placement along with any other relevant information but we

cannot in any way guarantee to meet all parent requests. We will NOT receive requests for classroom placement with specific teachers and/or staff. Our focus and commitment is on creating the best and most productive class groups which benefit ALL students.

Appreciation of Cultural Diversity

The school strives to utilize every means possible to expose students to the traditions and richness of culture and environment of Guyana and of the countries represented by the students at GIA.

GIA's practice of observing and/or celebrating holidays and other special events is not for the purpose of promoting any religion, culture, political position or interpretation of history. Our practice is rather in support of the school's mission or purpose which commits us to sharing the rich cultural mix of our school community, host country, and other cultures of the world. Most holidays and events commemorated on our official school calendar provide specific opportunities to reinforce certain universal and positive values (such as those enshrined in the U.N. Charter). GIA makes educational use of these opportunities. This reinforcement is intended to be independent of any religious or cultural bias.

Field Trips

Educational field trips are scheduled because they offer an opportunity to enhance and reinforce the subject matter being taught in the classroom. The Board endorses and encourages such trips, some of which may involve overnight stays either inside or outside Guyana. The Head of School shall develop guidelines to be followed for all school sponsored field trips. Parent or guardians are required to sign a permission form at the beginning of the school year in order for their children to participate in field trips. Parents may also volunteer as chaperones for field trips.

Advanced Placement Program (AP)

The Board is committed to the inclusion of courses in the school curriculum that are recognized by colleges and universities world-wide; specifically The College Board Advanced Placement program (AP).

MENTOR PROGRAM

Student mentoring occurs at all grade levels. In grades Nursery through 8, the homeroom teacher must fulfill all mentor responsibilities. Each Grade 9 through 12 student selects a mentor from among members of the high school faculty. The mentor provides support and guidance to the student. The mentor also monitors the student's academic and behavioral progress, including completing the report card. The goal of student mentoring is to provide the student with a resource person and advisor. Ms. Reuven is the head of the mentor program and can provide guidance and answer your questions. **Should a student select you to be his/her mentor, please consider it an honor.**

What are the characteristics of a good mentor?

- Engages in a positive relationship with the student
- Gives attention to the student

- Listens well
- Communicates with the mentee
- Provides leadership and guidance
- Is a positive role model
- Nurtures a relationship that respects the student's dignity
- Reinforces student's success
- Notices changes in student's attitude or academic performance

Students often benefit from a mentor program by:

- Receiving support, encouragement, and guidance
- Receiving career or college counseling
- Receiving encouragement to avoid the use of drugs and alcohol
- Improving interpersonal relationships with peers and teachers

Please remember that a mentor is not expected to:

- Become a replacement for the role of parent/guardian
- Cause quick or dramatic changes in attitude or self-esteem
- Provide solutions to all issues a student may be facing
- Break a student's confidence (unless the mentor perceives an immediate threat to the student's well-being)

Every student in Grades K through 8 will report to his/her homeroom at 2:20 each day. Between 2:20 and 2:30, the grade teacher will ensure that the students have their homework assignments and materials packed and ready for home. Teachers will not send students downstairs until their names are called over the intercom for dismissal. Each homeroom teacher is responsible for ensuring their students are ready for dismissal and proceed to the gate as soon as their names are called. Occasionally a student will take a long time to reach the gate. In that circumstance, the security personnel and/or teacher on gate duty will ask the parent or driver to move off the driveway and into a designated location. Please cooperate with those instructions in order to avoid congestion in the driveway.

HOMEWORK

Homework is an integral part of the school's instructional program and affords an opportunity for students to practice and reinforce skills and concepts learned or developed in the classroom. The completion of homework assignments also fosters the development of good independent study habits and personal responsibility. Homework is not an optional exercise at GIA. Students are required to keep a written record of all assignments and submit work on or before its due date. Any questions concerning specific homework assignments should be addressed to the class teacher. Any questions concerning GIA's homework policy should be addressed to the Director. GIA's homework philosophy has been based in part upon the results of Duke University's 2006 meta-analysis of sixty research studies on Homework. GIA uses the following guidelines when assigning homework:

- Homework is an extension of learning started in the classroom
- Homework is used to reinforce skills and concepts already taught
- Homework is not to be considered punishment

- Homework aims to establish the discipline of review on a daily basis
- Homework can include home study assignments in which no written work is required
- Homework should be assigned for the purpose of preparation, recall, practice, and research
- Homework teaches children to work independently and improves skills of time management
- Homework assignments may be of many types, e.g., weekly assignments, long-range projects, drills, make up work, review, etc.

Although we recognize that there is no one timetable that can fit all students' needs, personal speed, and abilities, we will attempt to follow the following time guidelines when assigning homework:

- | | |
|-----------------------|------------------|
| • Grades 1 & 2 | 10 to 20 minutes |
| • Grades 3 & 4 | 30 to 40 minutes |
| • Grades 5 & 6 | 45 to 60 minutes |
| • Grades 7 & 8 | 1 to 2 hours |
| • Grades 9 through 12 | 1.5 to 3 hours |

BOOKS AND SUPPLIES

Teachers will maintain a register of all textbooks and school materials assigned to students, including the condition at hand out and collection.. Textbooks must be returned at the end of the year or at the termination of a class. Students are responsible for keeping these books in good condition and will be charged if books are lost or damaged. Students provide their own school supplies, including pencils, pens and paper. Books are costly, and occasionally they are lost, stolen, or are left outside in the elements. If a student does not return a textbook at the end of the year, his/her parents will be required to replace the text book.

- Consequences for leaving a book outside in the elements:
 First time: Lecture
 Second time: After school detention
 Third time: Student must report to Principal

At the beginning of the school year, parents are provided with a student supply list. Teachers are to free to require students to bring any and all of the items on the supply list but should seek guidance from their area coordinators before requiring students to bring in items that are not on the supply list. Certain materials such as loose leaf paper and composition books for student use can be obtained from the office at no additional charge. The 2018-2019 student supply list is on the next page:

Grade level	Supplies
Nursery, Pre-K, Kindergarten	Backpack, snack bag, crayons, glue stick, safety scissors, pencils, erasers, sharpener, pencil case, ½ inch or 1 inch binder, hand sanitizer, tissues, a change of clothing in case of accidents, water bottle
Grades 1 through 5	Backpack, snack bag, crayons, markers, binder, colored pencils, erasers, scissors, glue, ruler, apron or large shirt to wear during painting and

	other messy work, hand sanitizer, tissues, dry erase markers, water bottle
Grades 6 through 8	Pencils, sharpener, erasers, blue and black ink pens, dry erase markers, highlighter markers, graph paper, colored and white index cards, binder and index dividers, scissors, colored pencils, ruler, glue stick, 6 two-pocket folders with fasteners, student dictionary and thesaurus (hard copy or electronic), fine tip black Sharpie, colored markers, protractor and compass, hand sanitizer, lab coat (can be purchased on 2 nd floor of Fogarty's department store), tissues, flash drive, water bottle, small padlock for locker
Grades 9 through 12	Pencils, sharpener, erasers, blue and black ink pens, dry erase markers, highlighter markers, graph paper, binder and index dividers, scissors, colored pencils, ruler, glue stick, 6 two-pocket folders with fasteners, post-it notes, student dictionary and thesaurus (hard copy or electronic), fine tip black Sharpie, protractor and compass, hand sanitizer, lab coat (can be purchased on 2 nd floor of Fogarty's department store), tissues, flash drive, calculator, water bottle, small padlock for locker

***Please refer to BYOD policy regarding tech device requirements for students of Grades 8 through 12.**

MAP TESTING

Twice per academic year, GIA students take tests called Measures of Academic Progress (MAP). We give students MAP tests to determine their instructional level and to measure academic growth during the school year, and from year to year. Your students will take the tests in the computer lab. MAP tests are unique in that they adapt to be appropriate for the child's level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. And with MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about each child's growth. Following each testing period, parents will receive a progress report. Ms. Adams will administer the MAP Tests, however, teachers must be present for their students' testing sessions. Teachers are required to use MAP data to set SMART goals for their classes and are also required to guide students through setting their own individual SMART goals. For more information on MAP Testing and SMART goals, please see Dr. Crossbourne Richards.

EVENTS AND ACTIVITIES

Sports Day

GIA's annual Sports Day is held in October. All GIA families are encouraged to attend this event, wherein students compete intra-murally in a variety of sporting events. Sports Day provides an opportunity for the GIA community to interact socially and support our students as they develop their athletic abilities and skills of sportsmanship.

Science Fair and Art Exhibition

GIA's annual Science Fair takes place during the fourth term of the academic year. All students of Grades 1 through 12 participate in this competition, which is judged by an outside committee of experts. The Science Fair provides an opportunity for students to pose questions and scientifically explore problems and phenomena in which they are personally interested. It is also an opportunity for students to share their interests and knowledge with others through presenting and explaining their experiments and investigations.

The Science Fair exhibits are displayed throughout the school in an open house format. Simultaneously, a GIA student art exhibit takes place, with the hallway walls of the main building serving as the display gallery. Every GIA association member is encouraged to visit all student displays and exhibits.

Guyana Month Activities

Each February, our community engages in various cultural events throughout the month in observance of Guyanese history, heritage, and culture. These events culminate with a Mashramani event during the final week of the month.

Spring Musical

GIA stages a grand musical performance at the National Cultural Centre each spring. This is an opportunity for GIA's students to showcase their learning and talents in the fine arts, and for our school to promote the fine arts to the greater community.

Special Programs

As part of their English and Social Studies curriculum, GIA students participate in a variety of festivals and special performances. These include, but are not limited to, Mashramani festivities, world cultural programs, plays and musicals, and our annual musical programs. GIA's special programs may consist of school-wide events or events that are specific to a particular class.

Extra-Curricular Activities

GIA organizes extra-curricular activities that are open to the student body. These are optional and are meant to help students develop interests that are not directly provided for by the school curriculum. We invite ideas for extra-curricular activities from all GIA stakeholders. We encourage parents/guardians, students, and teachers to volunteer their time should they have skills or hobbies that might interest students.. Ms. Cameron is the facilitator of extra-curricular activities.

Holiday and School Calendar

GIA's school calendar is posted on the school's web site and is available in hard copy from the office. The school year is organized following a two-semester, four-term schedule. GIA observes all declared Guyanese holidays as well as the major American holidays. In addition, GIA teachers participate regularly in professional development activities that sometimes require school to be closed to students for whole or half days.

As observance of holidays and other special events has the demonstrated potential of causing disruption and misunderstanding in almost any school situation, the GIA staff has by consensus evolved a school policy with the knowledge and consent of the Board. It is agreed that our school's practice of observing and/or celebrating holidays and other special events is not for the purpose of promoting any religion, culture, political position, or interpretation of history. Our practice is rather in support of the school's mission and philosophy which commits us to sharing the rich cultural mix of both our school community and host country, Guyana.

The Board takes the initiative in directing this practice and policy by each year adopting the school calendar. The staff of the school responds to this initiative by integrating into lesson plans relevant background information so that all children of the school may have an understanding and appreciation of the events or holidays being observed. As most holidays and events commemorated on our official school calendar provide specific opportunities to reinforce certain universal and positive values (such as those enshrined in the U.N. Charter), the school makes educational use of these opportunities. This reinforcement is intended to be independent of any religious or cultural bias (October 30, 1996).

Graduation and Awards

At the end of each academic year, GIA holds Awards Ceremonies as part of our graduation and end-of-year observances. The two main academic awards are the Ambassador's List and the Honor Roll. In addition to the Ambassador's List and Honor Roll, students are sometimes recognized for their special achievements in other areas (e.g. sports, academic progress, citizenship).

Field Trips

Field trips are a regular and important feature of GIA's academic program. In many respects, the community and natural environment are the school's laboratory. The Head of School encourages class and school-wide field trips that directly or indirectly support GIA's learning goals. The school is open to field trip suggestions from parents/guardians or students.

Parents/guardians are also encouraged to assist with transportation. At the beginning of each academic year, parents/guardians are asked to sign a written permission form. However, students and parents/guardians will be notified in advance of each field trip. Please note that students are required to wear red polo shirts on all field trips.

STUDENT DISCIPLINE

One goal of GIA's discipline program is to assist each student to develop self-discipline and to learn to accept responsibility for his or her actions. Our goal is to work in partnership with parents to help each student develop sound ethics, personal accountability, and a sense of responsibility to society and the environment. Parents are important partners in the achievement of good student conduct and will be informed of behavioral concerns and disciplinary actions such as after school detentions. Corporal punishment is prohibited at GIA.

At the beginning of each academic year, parents will receive information from homeroom teachers about expectations for student behavior according to grade level. Our student behavior policies reflect our school community's five agreements to:

- Show mutual respect
 - This agreement helps people, young and old, respect other's personal feelings, physical space, belongings, cultural differences, uniqueness and special contributions.
- Consistently strive for a personal best
 - For children and adults to improve, they must always be working at their personal best. Setting personal goals and working toward them is the pursuit of excellence.
- Allow others the right to pass
 - The right to pass is used during group sharing activities and is designed to build "community" and a positive environment for learning. Research has shown that voluntary participation enhances learning, thus this agreement is important for building a learning environment that feels safe and comfortable for each student. The right to pass is not practiced during academic instruction time, and students do not have the option to "pass" on academic assignments.
- Show appreciation to others and avoid put downs
 - This two-fold agreement is very important. It means treating each other kindly and stating appreciations for unique qualities and helpful contributions. It also means avoiding negative remarks, name-calling, hurtful gestures and behaviors.
- Listen attentively to everyone
 - Attentive listening means paying attention to another's expression of ideas and feelings, letting others know that they have been heard, and checking for understanding. It means, "listening with your heart as well as your head."

Rights and Duties

Paramount to all of the rules is respect. GIA's student discipline philosophy is underpinned by our official rights and duties, which are posted and visible in each classroom and on the school's web site. These five rights and duties listed below serve as a basis for ongoing instruction and discipline:

- Students have the right to learn.
- Teachers have the right to teach.
- Students and teachers have the duty to help and support one another.
- Everyone has the right to be respected and treated fairly.
- Respect the property of others.

***For more specific information, please refer to the in-depth student discipline policy at the end of this handbook.**

Alcohol, Tobacco, Vaping Devices

The use or possession of any form of tobacco or vaping device is forbidden at school-sponsored events and on school grounds including the areas bordering the grounds. Violations of this rule will result in suspension for a student and sanctions for an employee.

Students are not permitted to possess alcohol, tobacco products, or cigarettes of any type on GIA's campus or at any school events. Students are also prohibited from attending any school sponsored events while under the influence of any of these products. These rules apply to all students, including those who are over 18 years of age. Possession of one of these items will result in certain suspension from school for a first offense and possible permanent expulsion from our school. The school also reserves the right to report the matter to the police.

Anti-Bullying

Rationale: Students thrive in an environment wherein they feel accepted, safe, and supported. At GIA, we believe that **all** students and staff members are responsible for creating a safe, inclusive, caring and protective environment in which everyone can work and learn in an atmosphere free from intimidation.

Students who are bullied may develop low self-confidence or esteem, feelings of insecurity, extreme, anxiety and/or depression. Students who witness bullying may experience feelings of distress, guilt, or anxiety. Students who engage in bullying behaviors are at risk of becoming depressed, performing poorly in school, and developing anti-social characteristics (Source: Anti-bullying Procedures for Primary and Post-Primary Schools in Ireland, 2013).

Definitions

GIA strives to assist students to develop the knowledge, attitudes, and skills necessary for healthy conflict resolution. Bullying, however, is not synonymous with conflict. Bullying may be defined as any deliberately hurtful behavior, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Examples of unacceptable behavior include:

- Physical (including sexual) assault
- Verbal abuse, by name calling, teasing or making offensive remarks
- Cyber-bullying is the use of electronic technology to harass, threaten or intimidate someone; examples include using social websites, mobile phones, text messaging, photographs, videos, What's App, Snapchat, e-mail, etc.
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumors.

The above list is not exhaustive but merely represents the most common forms of bullying. To list all forms of bullying is beyond the scope of this policy.

Policy Statement

GIA provides excellence in education, and a caring friendly environment where each individual has the opportunity to achieve his/her full potential and to develop a passion for learning. Students are valued as individuals in a community, prepared to think globally, and challenged to act responsibly. GIA seeks to affirm each student's worth and dignity. Bullying strikes at the basis of these values and prevents students from reaching for excellence in every dimension of life. Students are entitled to receive their education free from humiliation, oppression and abuse. Adults are also entitled to protection from bullying in the workplace. Bullying has far reaching implications for everyone in the school community directly and indirectly. It can damage the atmosphere of a class and affect the climate of the school. At the beginning of every academic year and at other specifically designated time students will receive training on bullying. It is important for students to notify a teacher or parent whenever they feel bullied.

Rationale

Students learn best in an environment where everyone feels safe and knows that their culture, ethnicity, well-being, and individuality will be safeguarded. The policy is designed to help create an awareness of what bullying is and what measures should be taken.

Responsibilities of Students, Parents & Teacher

Students

- Tell/report if he or she being bullied or is aware that someone else is being bullied
- Help anyone who is being bullied
- Participate in developing and upholding a creed against bullying

Teachers

- Ensure students are supervised at all times and remain vigilant about supervisory duties
- Model mutual respect and appropriate behavior at all times
- Watch for signs that their children may be being bullied
- Encourage their children to “tell” / “report” if they are bullied
- Speak to the homeroom teacher/mentor, principal, or head of student affairs regarding incidences of known or suspected bullying
- All reports of bullying will be investigated by the homeroom teacher or mentor. The primary goals will be to resolve the underlying issues and guide students to move forward in emotionally healthy ways (rather than to apportion blame);
- Parents and students are expected to cooperate with any bullying investigation and assist the school in resolving issues.

- Teachers are expected to take a professional problem-solving approach that is caring but calm and unemotional when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. Teachers and other parties are also expected to protect the privacy of all involved and to conduct interviews with sensitivity.
- When investigating incidents of bullying, teachers should seek answers to questions of what, where, when, who and why. This should be done in a facilitative, respectful manner that role models non-aggressive conflict resolution. If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- If school personnel determine that bullying behavior has occurred, the homeroom teacher(s) or mentor(s) must contact the parents of the parties involved to inform them of the matter and explain the actions being taken. Parents are expected to reinforce or support the actions being taken by the school.

Network, Computers, Phones, & PDAs

Computers, PDAs, and smart phones can be used as valuable tools to support learning and the pursuit of knowledge. In addition, society has become increasingly dependent upon these devices and they have become a ubiquitous presence in professional settings. Students may use devices that fall into the following categories: (1) laptops, (2) netbooks, (3) tablets, (4) e-Readers, and (5) smart phones. However, if misused, these devices can be detrimental to the learning environment. Rather than banning electronic devices, we encourage students to "BYOD" (bring your own device). At GIA, we encourage students to use personal devices appropriately. Students must adhere to the following expectations:

- Devices may not be used for personal reasons (texting, phone calls, etc.) during class time. Students may use devices for personal reasons only during designated times and in designated locations.
- Students may use devices during class time for educational purposes but only after permission has been granted by the teacher. Teachers will confiscate devices if students do not adhere to this expectation.
- During exams, each student must lodge all personal devices with the teacher at the beginning of class. Failure to do so will likely result in a Grade of zero on the exam.
- School personnel are under no obligation to search for students' missing devices. Students will not be excused from class in order to search for a misplaced device.
- If a student needs to charge a device at school, s/he will be required to plug it into one of the school's surge protectors.
- Teachers are expected to reinforce

GIA will not be held accountable for lost or stolen devices. Parents have the responsibility of determining their child's age appropriateness to take on the responsibility of having a personal device. We discourage students from leaving any electronic devices in their desks or lockers. Such devices should be safeguarded by the owner or lodged Mr. Hilliman, Mr. Sobers, or Ms. Adams for safekeeping.

BYOD Program for Grades 8-12

All students of Grades 8 through 12 are required to have a device with wireless Internet connectivity capability.

Device requirements:

Machine Type	Laptop or Tablet
Platform	PC or Mac
Processor	Intel i3 or Higher AMD Athlon II or Higher (older processors can be accepted if 4-6GB RAM is available)
RAM	4 GB or Higher
Hard Drive	250 GB or Higher
Operating System	Windows 7 Professional or Higher, Mac OSX 10.6 or Higher The operating system must be in English; must have document creating capabilities (e.g. Word)
Wireless	802.11b/g/n (2.4 GHz or higher)
Ports	2 or more USB ports preferred, Audio in/out, built-In microphone, VGA or HDMI
Battery Life	At least 4+ hours (4+ cell or higher)

Parents, teachers, and guardians are asked to emphasize the responsibilities their children have when bringing their own computing devices to school. Students must adhere to specific guidelines that include:

- Using the school' surge protectors when charging their devices
- Keeping their computers away from liquids
- Lodging their computers with Mr. Hilliman or Ms. Adams when they are not in use
- Maintaining up to date virus protection

GIA will only be liable for damage, loss, or theft that may occur when a device has been officially lodged with Mr. Hilliman, Mr. Sobers, or Ms. Adams for safekeeping.

GIA provides a wireless network which students may connect to while using their devices on campus. It is not necessary for students' devices to have cell phone capability. If a student opts to access the Internet by means other than GIA's wi-fi options, the family will be responsible for any expense incurred.

Each student will be required to sign an Acceptable Use of Technology agreement, one copy of which will remain in the student's school file and one copy of which will be given to parents.

GIA's network has a filter for all inbound and outbound network traffic. Students will receive a user name and password and will be required to log in when using GIA's wi-fi services. This will allow for management of content.

Padded bags and protective sleeves will provide more protection for the day to day use of computing devices. In particular, it is important to keep electronic devices from coming into contact with liquids, so waterproof cases are highly recommended. A headset with a microphone will be useful when accessing a website with audio and/or video.

Students may use their electronic devices in class as instructed by the teacher. Students may use their electronic devices during classroom instruction, the lunch period, dismissal time, when in the Media Center or when otherwise authorized by school personnel provided that the devices are being used in accordance with GIA's acceptable use of technology agreement. Just as with traditional assignments, some technology-supported assignments may need to be completed at home.

[If you have questions of a technical nature, please refer those to Ms. Velasco or Mr. Hilliman \(velasco@giagy.org or hilliman@giagy.org\).](mailto:velasco@giagy.org)

[If you have questions about how technology and the Internet will be used to support your child's educational experience at GIA, please contact Principal Trudy Crossbourne Richards at principal@giagy.org.](mailto:principal@giagy.org)

[If you have questions regarding GIA's educational philosophies please contact Head of School Brad McClain at director@giagy.org.](mailto:director@giagy.org)

NETWORK USE GUIDELINES

General school expectations for behavior and communications apply. Users are responsible for good behavior on school computer networks just as they are in a classroom or in any school facility, and should be polite and respectful. Communications on the network are often public in nature. Within reason, freedom of speech and access to information will be honored. Students are held responsible for seeking appropriate materials and avoiding other potentially offensive materials. The list below illustrates, but is not limited to, actions which are not permitted:

- Displaying, saving or distributing offensive messages or pictures
- Using obscene or vulgar language
- Damaging or disrupting computers, computer systems or computer networks
- Harassing, insulting or attacking others
- Revealing the personal address or the phone numbers of students or colleagues
- Violating copyright laws
- Using another's password or account without their permission
- Trespassing in another's folders or work
- Intentionally wasting limited resources (i.e., bandwidth, file space and printers)
- Downloading software for non-instructional purposes, such as music
- Distributing any material in such a manner that might cause congestion of the video and data network
- Using chat programs without permission
- Employing the network for commercial, political or profit-making purposes
- Accessing inappropriate sites

Violations may result in a loss of access as well as other disciplinary action deemed appropriate by the school administration.

We encourage students to use their own laptop computers. However, we require that any computers using GIA's network have up to date, comprehensive virus protection. When students are not using their laptops or other electronics, they must

lodge them in the office for safekeeping. GIA is not liable for damage to or loss of computers and electronic devices or phones that have not been lodged in the office.

GIA Uniform Policy

Private and College Preparatory schools typically require students to adhere to a uniform policy in the belief that school uniforms are a student's professional attire. Uniforms and policies regarding jewelry, hair, and makeup are intended to promote school spirit, minimize distractions, create a sense of fairness, and positively affect school climate. At GIA we encourage students to focus upon developing their skills and ethics rather than emphasizing material effects. We urge students to compete in appropriate arenas such as academics, fine arts, and sports, and to express their individualism via art, rhetoric, and interpersonal skills. Please note that GIA respects students' religious customs and permits students to wear yarmulkes, hijabs, topi caps, etc. **To schedule an appointment to purchase uniforms, please contact Dolly Jaikaran at jaikaran@giagy.org or by calling the main office at 225-8347 or 226-1595.**

Footwear GIA's office does not sell footwear, thus parents are responsible for acquiring footwear for their children that meets our requirements. For safety purposes, students must wear close-toed, flat shoes, with a rubber or other non-skid sole. These may include rain boots when appropriate. Students must wear sneakers, track shoes, or court shoes during physical education classes and activities. Students are not permitted to wear shoes with skate wheels on school property or any school-sponsored event. Sandals, flip-flops, and similar footwear are not permitted unless the student has an injury or condition that requires special consideration. In such cases, the parent must present written notification to Principal Trudy Crossbourne Richards.

Clothing Uniform tops and bottoms must be purchased through GIA's business office. Students must wear tops that have the school's logo. Every student is required to own a red GIA polo shirt for field trips and a white button-down GIA shirt for formal occasions such as the graduation and awards ceremony. Students are not permitted to wear jackets or sweaters in class other than those bearing the school's logo.

Lab Attire For safety purposes all students in Grades 6-12 must adhere to the following regulations when doing science labs:

- Long pants and closed shoes are required
- Lab coats are required. Note: lab coats must be made of cotton or cotton blend fabric since 100% polyester can melt and burn the skin. Uniforms and lab coats must fit the student appropriately. Loose clothing and coats can brush against Bunsen burners or chemicals whereas clothing that is too tight does not provide the space for a protective small air layer
- Long hair must be tied back in a ponytail and medium length hair must be pinned back and secured properly.
- Watches and small earrings may allowed depending on the type of lab, but may not be worn as they present a potential burn hazard

Grooming Students are expected to emphasize safety, respect, neatness, and consideration of others. Thus, students are required to adhere to the following rules:

- For safety purposes, students' hair should be kept out of their eyes. During PE classes and science labs, long hair must be tied in a ponytail.
- Uniforms must have a tailored fit, i.e. trousers must not be low slung nor tight, tops must not be skintight, undergarments must not be visible, etc. Uniforms should be replaced when they become faded, stained, or torn.
- Parents are expected to ensure that their children practice excellent hygiene habits that include regular bathing and dental habits, as well as the age appropriate use of antiperspirant and feminine hygiene products.
- Any jewelry or cosmetics that a student might wear must be minimal and non-distracting. Students will be required to wash off heavy colognes and visible eye makeup. Jewelry is limited to watches, small earrings, moderate chains or pendants, and/or small bracelets that do not make noise.
- On school property or at school-sponsored events, students are not permitted to have bags, folders, attire, jewelry or any other item that promotes drug, alcohol or tobacco use, violence, discrimination, sex, etc.

Policy enforcement The Principal is responsible for enforcing GIA's uniform policy. She is the person to whom parents and students should pose questions regarding uniforms, appropriate footwear, or grooming expectations. Interpretation of the uniform policies are at Principal Richard's discretion and her decisions will be final.

Consequences

- Students who arrive at school out of uniform will be given a new uniform to change into and their parents will be invoiced.
- Students who arrive at school in footwear that does not meet our safety requirements will sit in the office until their parents can bring appropriate footwear for them to change into
- Students who do not adhere to grooming expectations will be handled by the Principal on a case-by-case basis.

Exceptions In rare cases, Dr. Crossbourne Richards may grant a student a short- or long-term exception to one of the uniform rules. Parents (not students) must make requests for exceptions directly to Dr. Crossbourne Richards. Please note that in such cases parents are required to supply their children with clothing that matches the school's uniform as closely as possible. Grounds for an exception include:

- Medical conditions that are exacerbated by close-toed footwear. (Doctor's note required)
- Skin allergies or conditions that limit students to wearing specially treated fabrics. (Doctor's note required)
- Physical conditions that make it difficult for the student to button and unbutton trousers
- Religious tenets that require specific codes of dress

Please note that all students who are new to GIA will receive an automatic one-week grace period before being required to adhere to the uniform policy.

Emergency Action Plan

Minor injuries and illness

In cases of minor injuries, like abrasions, minor cuts, and bruises, the teacher in charge should perform the needed first aid with the basic supplies available to them in respective first aid kits. .

The teacher or School Nurse shall fill out an accident report including treatment administered, and send one copy home (to be sent home the same day), and the original accident report form will be kept on file with the School Nurse.

If there is ever any question as to the severity of an injury, immediate referral to the School Nurse is required. No staff member should administer ANY medication (even OTC) to a student without explicit permission of the School Nurse no matter the circumstance or perceived severity. ALL head injuries, incidents of unconsciousness, or accidents involving bodily fluids must be immediately referred to the School Nurse. Cleanup and disinfection of bodily fluid spills must always be handled by Custodial Staff.

Serious injuries and illness (requiring immediate medical care)

Injuries of a serious nature should be immediately referred to the School Nurse or certified First Responder.

Staff on the scene of an incident should never abandon the scene to seek assistance.

Further, seriously

injured students should not be moved or sent to the nurse, rather the nurse or First Responder should come

to the scene of the accident. NEVER move or allow a student to move who is suspected of neck, back or

head injury. If the student is unable to be safely escorted to the School Nurse office based on the nature of

illness or injury, immediately contact the School Nurse by call the nurse cell phone (phone number).

Students who appear to be sick should be sent to the School Nurse office for evaluation.

If the student has a

fever, vomiting, diarrhea, severe cough, rash of unknown etiology, suspected conjunctivitis (pink eye), or any

other contagious symptoms, parents will be called to pick the student up from school.

For the safety of

others, such students are to remain in the School Nurse office until a parent or parent's representative

arrives at school.

Emergency Transportation (staff or student)

1. After initial on site triage by School Nurse or First Responder, should a student or staff member require professional medical treatment, GIA will consult and transport the patient to the medical facility listed by parent/guardian on in case of emergency forms. The School Nurse should NOT solely transport, but often the School Nurse will ride along or follow as necessary.
2. If contact with the parents has been made prior to transport, parents can elect to transport the child themselves or specify an alternate transport method and destination.

Peanut / Egg Allergies

1. Letter sent to Parents at beginning of school year, informing them if a student has peanut allergies / eggs etc.. in class.
2. Teacher knows where child's EpiPen is located.
3. Communicate with Parent as to their preferred treatment with severe allergy.
4. If the student is going on a field trip, it is the parent's responsibility to pack the EpiPen with the student.

When School Nurse is not available, Office Hours (7:30am-3:30pm)

1. If the nurse cannot be located, she is accessible by email (fill in) or cell phone at (fill in) during office hours and other school events.
2. If the School Nurse is unavailable, First Responders will follow the same parent communications and transportation plan outlined above.

Infectious Disease

Any confirmed or suspected infectious disease must be immediately reported to the Ministry of Health.

Infectious diseases associated with declarations made by the World Health Organization (WHO) or the

Centers for Disease Control (CDC) are addressed in this procedure. Diseases that have the potential to

become a pandemic include Avian Flu, and Swine Flu (HINI). The steps to take in the event of an infectious

disease are outlined below:

1. Notify the Director and School Nurse;
2. Request that the School Nurse verify the accuracy of the notification about the infectious disease;
3. Isolate students known or suspected of having an infectious disease when the school team learns that such a condition may exist – Note: (If the student is in the learning environment);
4. Immediately contact parents/guardians and request they come in and pick up their child. (Only appropriate if student is in the learning environment);
5. Inform parents/guardians that the school will not allow the child to return to school without a medical clearance issued by a healthcare professional;

6. Explain the plan to continue educational services to the student to parents/guardians once the school receives verification that the student has an infectious disease;
7. Encourage parents/guardians to avoid contact with the public if other family members are ill with similar symptoms;
8. Secure the affected areas from outside access. (Only appropriate if student is in the learning environment);
9. Notify all teachers with classes on the student's schedule that administration will inform them when the student may return to attending classes;
10. Pull the student's class schedule and create a list of other students and adults who may have had close contact prior to the school team learning that an infectious disease may possibly exist in the learning environment;
11. Make any pertinent information available to the administrator or health department representatives;;
12. Work with staff to immediately arrange the cleaning of any affected areas;
13. Return affected areas into service as soon as possible;
14. Monitor staff physical and emotional status and take action as appropriate;
15. Administrator will release information about the situation to all parents as soon as all information has been verified.

Campus Visitation

GIA is a closed campus. All visitors, including parents, are required to come directly to the Administrative Office to obtain a visitor's pass before proceeding to their destination. Anyone on campus without a pass should be reported immediately to the office, which will then intervene. The school is unable to sufficiently guarantee complete safety and security of personal property. Therefore, staff and students are expected to look after their own property. The school accepts no liability for the personal property of staff and students.

Campus Emergency Lockdown Procedure

1. If you hear, "LOCKDOWN" over the intercom or an administrator announces the lockdown in person:
 - a. Everyone is to stay where they are.
 - b. Classroom teachers are to:
 - c. Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
 - d. Lock your door.
 - e. Lower or close window treatments wherever possible.
 - f. Place students against the wall, so that the intruder cannot see them looking in the door.
 - g. Look for the 'Safe Corner'.
 - h. Turn off lights and projectors
 - i. Keep students quiet.
 - j. Look at the daily attendance in to remember anyone they marked absent

prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.

k. Physical education classes should move into the closest classroom, bathroom or locker room, lock all doors, and find a safe area (one that is least visible from windows and doors).

l. Students should move to the nearest classrooms.

m. If you are outside, you will be directed where to relocate depending on the situation.

n. If teachers and students are in the bathrooms, they should move to a stall, lock it.

o. Anyone in the hallway should move to the closest classroom immediately.

p. Nurse and support staff should stay in the area they are in, secure the doors, and turn out the lights.

q. Students and staff in the library should remain in the library. Librarians should lock the

doors, turn out the lights, and locate a safe area.

2. Stay in safe areas until directed by law enforcement officers or an administrator to move or

evacuate. Never open doors during a lockdown, even in the event of a fire alarm. For further

directives, law enforcement officers and administrators will have keys to open the doors or

announcements will be made over the intercom.

3. An administrator will signal all personnel if the lockdown has been lifted.

4. If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or

administrator to a safe location. Once evacuated from the building, teachers should take roll to

account for all students present in class. Administrators will divide and keep in communication with

radios or cell phones.

Phone Tree

The office of the Director maintains an updated phone tree to contact all parents in the event of an emergency. Drills are conducted periodically to ensure accuracy.

Building or Campus Evacuation

Possible evacuation scenarios:

a. An incident after a lockdown;;

b. Fire or fire drill;

Students and teachers leave their respective buildings by filing out in an orderly fashion.

They form single lines by class along the southern fence of the field. Teachers conduct a head count and immediately notify the director or acting director if any student is missing. Students and teachers may re-enter the buildings only after permission to do so has been given by the director. Drills are conducted periodically.

c. Bomb threat;

d. Natural gas leak;

e. Hazardous chemical leak inside the building;

f. Localized flooding;

In the event of flooding, all students, faculty and staff are to seek shelter on the second floor of their buildings.

g. Fumes from an unknown source;

Persons who can call for an evacuation:

- a. Administrators
- b. Law enforcement

Evacuation Procedure

1. A building or campus evacuation may be initiated by personal contact from an administrator, law enforcement officers or campus alarm system.
2. Classroom teachers should:
 - a. Listen for incident specific instructions.
 - b. Immediately instruct students to shut off Bunsen burners or other potentially hazardous equipment, etc.
 - c. Turn off air conditioner if possible;
 - d. Turn off lights;
 - e. Close windows;
 - f. Close doors but do not lock;
 - g. Exit quickly but do not run;
 - h. While exiting, scan areas for anything out of the ordinary and to ensure all students have exited;
 - i. Go to a safe distance as designated;
 - j. Keep students calm and quiet in the event of further directives;
3. An administrator will signal all personnel when the building is safe to re-enter.

Bomb Threats

1. As caller calls in threat, 'Bomb Threat Information Form' should be completed.
2. Immediately after receiving a bomb threat call, hang up and contact police
3. Quickly scan your immediate area of building prior to evacuation. (Devices are more likely to be outside or in a common area.)
4. If a bomb threat is determined to be real, follow 'Evacuation Procedure' or 'Lockdown Procedure' as determined by threat.

Note: Radios/cell phones/pagers should be turned off during a bomb threat. Electronic communication signals could trigger certain types of bombs.

BOMB THREAT INFORMATION FORM

(Be calm and courteous;do not interrupt the caller;;quietly notify an administrator):

Name of person receiving the call: _____

Date & Time: _____

Length of call: _____

Caller ID #: _____

Check appropriate information: Caller is: ___male; ___female; ___adult; ___youth;

Caller's Voice Characteristics: ___loud;___soft;___deep; ___raspy;___high-pitched; ___persistent;

Caller's Language: ___excellent; ___poor; ___fair; ___profane; Caller's Manner: ___irrational;

___rational; ___angry; ___calm; ___nervous; ___sober; ___drunk; ___emotional;
 ___incoherent;
 ___laughing; ___voice is familiar; Background Noises: ___street; ___animals; ___music;
 ___voices;
 ___work place noises;

Sample questions to ask caller:

When will it go off?
 How much time is left before it goes off?
 What kind of bomb?
 Where are you now?

Field Trips

To enhance academic development as well as the students' sense of civic and global involvement, GIA incorporates ongoing activities outside the classroom as well as within. The following guidelines are provided to ensure the safe, orderly, and purposeful organization and management of field trips. These trips should at all times directly enhance the goals of the curriculum and a specific unit of inquiry.

Organizing field trips

1. Planning

- Check school master calendar to ensure dates do not conflict
- Meet with the Business Office to arrange financial aspects
- Meet with the Head of School, Operations, to discuss items you need to

complete

- Avoid conflicts with assemblies, if possible
- Avoid departures or arrivals late at night

2. Get Approval

- Complete Field Trip Request Form (available from the office), submit to the office
- Meet with the Head of School, Operations, to seek approval for your field trip and review

Field Trip Request Form

3. Book Buses

- After you have received approval for the trip, ask the school office to book the buses (if necessary)

4. Send note and forms to parents

- Send Field Trip Notification Form home to parents at least two weeks before the trip (1 month for overnight trips). Administrative approval is required for exceptions. For trips out of the country:

○ Send to parents the "Permission to Obtain Emergency Medical treatment for a Minor Form" (notaries act).

○ Send to parent the “Permission to transport a minor outside of the country form.

5. Organize Substitutes

- Complete substitute request forms if teacher absences from school affect other classes.

6. Notify Others Affected

- If your trip affects the classes or activities of others, ensure due notice.
- Arrange for others to cover your recess duties.

7. Just Before the Trip

- Give the office a packet including:
 - Student permission forms
 - Contact telephone numbers, including if relevant, hotel and other contact places
 - Other pertinent information about the trip, such as train/flight numbers, travel times, etc.
- Prepare the following:
 - First aid kit from the office with emergency flow chart and school contact numbers, and adequate funds to cover an emergency.
 - Photocopies of student permission forms with emergency numbers (overnight trips only).
 - Emergency numbers (also from office). This must be taken on all trips; even short walking trips.

8. On the Trip

- Keep the first aid kit and mobile telephone with you at all times.
- If there will be any change in arrival time back at the school, notify the office immediately so parents can be informed.
- Ensure there is an appropriate lost student provision, such as students carrying information about their hotel or contact point.

Liability

If GIA utilizes an independent contractor to provide an activity for students, the school will ensure that (1) all participating parties have signed a basic waiver form prepared by GIA Counsel and signed by parents, and (2) that GIA is named as a party on the insurance coverage for that third party provider and receive documentation from their carrier stating as much. If the third party provider does not have proper coverage, GIA will inform its liability coverage provider to ensure the school is properly covered.

Cost and Distance

Teachers should not organize field trips that are unduly expensive for the school or for parents, or involve bus travel over long distances. Any exceptions need to go through the Principal.

Supervision

Field trips will have an adequate number of chaperones to cover emergency situations. Student will be

accompanied by at least one adult for every ten students (for example, a group of 21 students would require a minimum of three adults). Student in Pre-School, Pre-Kindergarten and Kindergarten will be accompanied by at least one adult for every five students. Teachers will carry a list of the students who are on the trip, regularly check that everybody is accounted for and, if the trip ends outside school hours, check students off the list when they are released to their parents.

GIA Special Relationship with US Embassy Georgetown

The school partners with the US Embassy to review and maintain appropriate security measures. The Embassy Regional Security Office annually conducts a Physical Security Survey that includes examination of protective lighting, intrusion alarm systems, emergency power generators, access control, and many other facets of the building. The last survey was conducted in February 2013. No deficiencies were identified