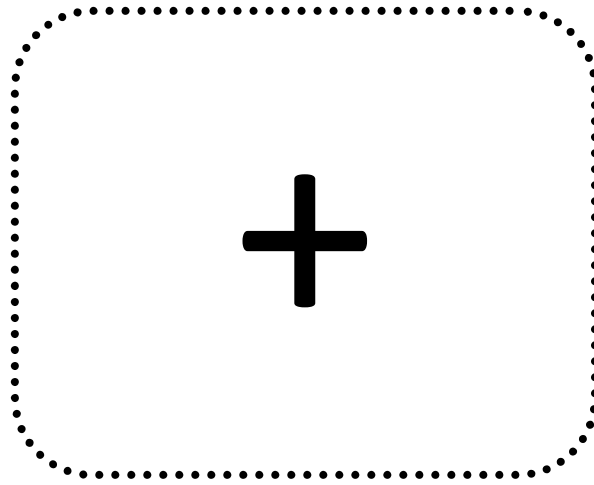


Parent-Student Handbook
Cover



A Message from the School Principal

Dear Students and Parents,

Welcome to the American division of Wahat Al-Ma'arefah Private Schools. Our Student Handbook is a resource for all our community. Within its pages are documented the American Division expectations, protocols, curriculum and structure.

We are committed to helping all our students develop the skills to be productive and positive contributors to the communities they will join.

We believe that academic, artistic and athletic excellence, bound to social responsibility, are essential components in ensuring a balanced, valuable and varied education.

As a community of learners, parents, students and teachers we must work together in collaborative partnership to ensure learning is at the core of all success.

We believe that each individual child has the right to fulfill his/her potential and foster a positive mindset. As educators, our shared responsibility is to create an environment where achievement, in all its multiple forms, is an expectation that is embedded into our school culture.

Please take this opportunity to review, discuss and become familiar with this handbook's information; ensuring that, as a community, we have communal understanding of our shared responsibilities and expectations.

One of the most important aspects of any great school is communication. It is a central and fundamental part of a collaborative community. Thus, as you read through this handbook, please know the school team is always available for clarification and to listen to any input that you wish to offer.

We look forward to the new school year with a sense of excitement and anticipation.

School Principal

MISSION STATEMENT

We strive to provide the appropriate education that enhances cognitive, critical and creative skills as well as employing technology and the suitable teaching methods. By providing our students with vibrant and exciting opportunities, first class facilities and the necessary skills to succeed, they will be prepared to lead and make an exceptional contribution in the wider society.

VISION STATEMENT

Provide an outstanding education that enables every student to realize his full potential intellectually and as a well-balanced individual.

Create a generation made up of creative, productive and critical thinkers capable of meeting the challenges of the future.

Our Values

Creativity • Communication • cooperation • Critical thinking and problem solving

1. **Creativity:** We recognize the value of creativity and seek to discover promising creators.
2. **Communication:** We strive to find the appropriate means to promote the process of education and learning.
3. **Cooperation:** We take the initiative in order to involve the family, as an effective element in the process of education and learning.
4. **Critical thinking and problem solving:** Stimulate thinking so that the building process takes place in an appropriate learning environment.

The Guidance Committee

The Guidance Committee is comprised of the School Principal, School Associate Principals, and Guidance Counselors. This group meets weekly to review students' academic and emotional development and to formulate plans to assist those students in need.

Students having special requests may submit a written appeal, signed by their parents. Teacher Representatives, Learning Support teachers, and the Coordinator are consulted as needed.

Homework and Related Expectations

In keeping with its mission, vision and values, the school advocates a balanced life for its students. A balanced life is comprised of academic work, meaningful participation in After School Activities, and relaxation with family and/or friends.

The Nature and Function of Homework

“Homework” is defined as any task that a student is expected to complete outside of scheduled class time, whether or not it is formally assessed.

This definition includes, but is not limited to: research, writing assignments, pre-class readings, practice/review questions, summarizing documents, preparing presentations, and reviewing for assessments (tests and quizzes).

The work is designed to be quality time spent exploring connections to the curriculum and to engage students in learning. Homework should help students learn.

The major functions/goals of homework serve as:

- Review and reinforcement of recently-acquired knowledge and/or skills;
- Practice of applying recently-acquired knowledge and/or skills;
- Preparation for upcoming classes (e.g. by reading or researching);
- Preparation for upcoming summative assessment tasks;
- Continuation of ongoing tasks (e.g. research, essays, lab reports, presentations).

The Amount of Homework

In the case of homework, more is not always better. The small body of research exploring effectiveness of homework indicates that one to three hours of homework per night is most effective.

Obviously, homework may take considerably longer (and be less effective) if students are distracted.

These homework time limits are intended to allow all students some discretionary study time on weekends, beyond their formally assigned homework.

No additional homework (i.e. above the normal maximum for a block) will be assigned over long weekends or school vacations.

Teachers are expected to:

- Specify details of the homework task(s) before the end of the class and allow time for clarification
- Make it clear what the students are expected to learn;
- Provide guidance about how to complete the homework task;
- Provide an estimate of how long the homework should take to complete;
- Specify the due date and assessment criteria (if it will be assessed);
- Respect the times above and avoid adding additional tasks to ongoing assignments;
- Communicate with colleagues and students about the timing of major assignments and assessments to avoid periods of unreasonable workloads;
- Take time during each subsequent class to explore what was learned and address questions and misconceptions. Homework is most effective when accompanied by teacher feedback.

Students are expected to:

- Use study time effectively – in class, during study periods, and at home – by focusing on the tasks without distraction;
- Actively engage with the work through reflecting on questions including; Is there anything that needs to be practiced that will make you feel more confident about the current learning?
- Is there anything you find particularly interesting that you would like to spend more time on?
- Is there anything you need to prepare to be able to continue to learn the next class period?
- What have you learned today? Bring any questions or new ideas to the next class.
- Communicate proactively with teachers to ensure that assignments are understood and progress is made prior to the due date;

- Review course material regularly, rather than “cramming” for tests at the last minute;
- Plan ahead: certain periods (e.g. the end of a quarter, the week before a holiday) may be busier than others, so students must plan ahead and manage time effectively;
- Make steady progress on major assignments, including communicating progress to teachers, rather than leaving them to the night before they are due;
- Commit to their own well being in the form of good diet, regular exercise, and adequate sleep.

Students who repeatedly fail to meet these expectations may, at the discretion of the school Counselors or Administrators, forfeit their unsupervised study period and instead be scheduled to a supervised study period where they will be coached in effective study habits.

Parents are expected to:

- Show interest and support homework assignments (both the degree of progress and the learning goals). Parents are not expected to be homework police;
- Support their children’s studies at home, both emotionally (encouragement) and practically (providing a suitable location for focused study, helping ensure that their children can study effectively);
- Support realistic academic goals and recognize that success in school is not directly proportional to the amount of time spent on homework;
- Recognize that the school commitments alone – academic demands, after school activities, and commuting – contribute to very busy lives for our students. Additional expectations, such as outside tutoring or language classes, inevitably reduce the amount of time that a student can focus effectively on their school commitments;
- Let children make mistakes and experience “successful failures”. Recognize that a missed assignment or poorly done homework assignment every now and then is not going to hurt your child in the long run. Parents can help students organize their time or prioritize assignments, but when parents regularly deliver forgotten assignments to school or step in to rescue a child at the last minute, they may be denying the student the opportunity to develop resilience and fortitude.

Grade Point Average (GPA)

Grading

Class grades are reported as letter grades on the report card using the following equivalents:

| Letter Grade | Percent (%) |
|---------------------|--------------------|
| A | 90.0 -100 |
| B | 80.0– 89.9 |
| C | 70.0– 79.9 |
| D | 50.0– 69.9 |
| F | <50 |

Conditional Acceptance and Conditional Enrollment

When a student is accepted into the school on a conditional acceptance based on prior school records, the student and his/her parent(s) will meet with his/her counselor to discuss the terms of acceptance and sign an Admissions Agreement.

This conditional acceptance can be for behavioral or academic reasons. A support plan will be initiated in order to support the student in achieving the conditions of the agreement.

Academic Conditional Enrollment will be determined at the end of each quarter and will be based on the student's academic and/or behavioral performance.

Based on academic performance, students will be placed on conditional enrollment if their grades reflect any of the following:

- 2 "F" grades in any classes, or
- 2 "D" grades or
- 1 "D" grade and 1 "F" grade

Academic or Behavior contracts may be given at any time during the academic year. For students on contract, re-enrollment will be officially determined at the end of each quarter.

The School Administration has the right to adjust the timeline based on the severity of individual cases.

Procedure:

1. Parents will be informed of the “conditional enrollment” status, and student and parents will be required to meet with the School Administration to discuss the conditions.
2. The student and his/her parent(s) will sign a contract with the Administration stating the expectations of the student, parent(s) and school for the duration of the conditional enrollment. A support plan will be created in collaboration with the guidance counselor to ensure appropriate supports are provided to the student in achieving the requirements of the contract.

Students who are not removed from Conditional Enrollment status by the designated deadline (typically at the end of the quarter) may be asked to withdraw from the school.

Selection of Valedictorian/Salutatorian

Two members of each graduating class shall have the opportunity to deliver the valedictory and salutatory speeches during the Graduation Ceremony.

The selection of Valedictorian and Salutatorian will be based not only on cumulative GPA, but also on additional criteria that aligns with the school’s mission and vision.

Students will qualify to be the Valedictorian and Salutatorian if they:

- Have been enrolled at the school for at least two years
- Are in the top 10 percent of the class based on GPA
- Have been nominated for a major senior award (Ambassador, Director, Memorial)

Students who meet the criteria will be notified and asked if they are interested in speaking at Graduation. The decision will be based on a vote - the student receiving the most votes will deliver the valedictory address at graduation and the student receiving the second highest number of votes will deliver the salutatory address at graduation.

Honor Roll

Honor Roll placement is determined by the student’s cumulative Grade Point Average (GPA).

Report Cards

Students will receive computer-generated, original report cards at the end of each quarter.

Exam Absence Policy

Absences during examinations have the potential to compromise the integrity and consistency of the assessment given to each student. As such, no prearranged absences will be permitted during the exam period, and a doctor's note explaining any significant illness will be required in order to excuse a student from sitting a scheduled examination. This documentation will be required immediately upon return to school. Thereupon, arrangements will be made with school administration and the relevant teacher to complete the missed examination.

Attendance

The foundation for learning is established in the interaction between student-teacher and student-student in the classroom. This interaction is essential and irreplaceable in the learning process, and thus it is critical that students attend classes regularly.

School holidays are published in our school calendars months in advance so parents are urged to organize family vacations, doctor and dental appointments, family trips, college visits, etc., after school, on weekends, and during the summer or school holidays.

Students must attend 85 percent of each of their classes.

Absences

Students who are absent from school must make up missed work according to the following guidelines:

- If the student was present in class when an assignment, quiz or test was announced and was absent on the day that the assignment was due or test/quiz given, the student must turn in the assignment or take the test/quiz on the day of return to school whether he/she has that class or not on that day.
- Students anticipating an absence from school due to a medical condition must make an appointment with their teachers in order to receive assignments and their due dates. **It is the parent's or student's responsibility to advise the School Office of the anticipated absence of a student well in advance of the absence.**

- Students returning after authorized absences that were not pre-arranged will be given time to complete missed assignments and tests. Make up time is equivalent to the number of days absent. **It is the student's responsibility to contact teachers the day they return to school regarding missed assignments and tests to be taken.**

The following types of absences will NOT be counted:

1. A verified admittance to the hospital
2. Bereavement in the immediate family
3. School sponsored activities
4. Appointments with school administration
5. In-School Suspension

Sickness Throughout School Day

Students, who become ill during the school day, **must report to the school nurse**. The nurse will determine if the student will be sent home or if the student is fit to remain at school.

A student will **only** be sent home if the school nurse can notify a parent or a designated emergency contact. It is important that the person designated as the emergency contact number can be easily reached and is clearly stated on the student's registration form.

Students who are late to school or absent from school must have their parents notify the school. A parent can phone the School Office Coordinator to advise of the tardiness/absence.

Parental notification of absences must be received within two school days of the absence to be authorized. In the case of concerns about the frequency or number of days of a given period of absence, the School Office may require a doctor's note of explanation.

The principal must be notified well in advance of any anticipated absences for reasons other than illness or family emergency. A Pre-Arranged Absence Form may be requested from the School Office.

Pre-Arranged Absences

In the case of pre-arranged absences for assessments; the individual student is responsible for arranging with their teacher(s) when the assessment is completed.

The assessment can be completed before a pre-arranged absence or on return; if on return it must be completed within 48 hours.

Admit To Class

Students who arrive to school late must report to the School Office to obtain a pass before going to class.

Students who arrive late due to a late bus should report to the School Office for a pass.

Purpose

Our school is founded on the core values of Respect, Honesty, Responsibility, and Compassion and these values drive our approach to education and managing student behavior.

The school will manage student behavior to support the teaching and learning process and to uphold and reinforce commonly accepted standards of behavior. Managing student behavior assists students in developing personal, school and community responsibility.

Guidelines

This document supports relevant policies including student attendance, student absences and excuses.

1. Students are responsible for their actions. This means they should understand they will be held accountable and will face consequences for inappropriate behaviors.
2. It is understood that students, like adults, will make decisions and take actions at times that are inappropriate or unwise and that learning can take place from these actions.
3. Consequences for inappropriate behavior will, as much as is practicable be immediate, relative, consistent, cumulative and always enforced.
4. While consistency is a key component when managing student behavior it is understood that each case is unique. Also, the school community, local community and wider environment are to be considered when applying this policy and its procedures.
5. Management of student behavior is applicable during regular school hours or when students are associated in any way with the school, such as traveling to or from school or when attending any school associated activity.
6. According to our policy, our support, guidance, and concern for the learning of students does not stop at our school gates, nor does a student stop being a member of the School Community when they leave campus. Students, who are engaged in

unlawful activity, or acts of intimidation or physical violence, shall be subject to the appropriate school disciplinary policy that forms on-school behavior.

7. Confidentiality in any discipline matter is imperative although relevant parties will be informed about a student that is involved in a discipline issue, so that they are aware in order to support the student if needed.

Student Rights

Students have the right to:

1. Respectful communication by staff at all times.
2. A safe environment for learning in all school activities.
3. A fair process in relation to having consequences administered for inappropriate behavior.
4. A level of confidentiality relevant to the inappropriate behavior.
5. An appeal regarding any consequences for inappropriate behavior by using the appropriate process.

School Behavior Matrix

| Behavior Category | Behavior Responses |
|--|---|
| <p>Category 1 behaviors are actions that are not in line with the school values and indicate a need for reflection and correction.</p> <p>Examples of Category 1 behaviors include: Obscenity, Profanity, Classroom Disruptions, Public Displays of Affection, Public Disturbance, Other Actions Deemed to be Contrary to the school Values.</p> | <p>Responses to these actions may include any of the following:</p> <ul style="list-style-type: none"> Referral to Principal or Associate Principal (AP) Completion of Values Learning Plan (VLP) * Placement in mandatory Study Hall Conference with Teacher and/or Parent(s) In-School Suspension Placement on a Conditional Enrollment Contract <p>Repeated Category 1 behaviors will result in treatment as Category 2 responses.</p> <p>*A Values Learning Plan is a document that gives a student the opportunity to reflect on their actions; VLP's must be signed by parents, counselors, and relevant teachers before being turned in to the Principal or Associate Principal.</p> |
| <p>Category 2 behaviors are actions that violate the school values, or which infringe substantially on others' rights or opportunities to learn comfortably at the school.</p> <p>Examples of Category 2 behaviors include: Dishonesty, Forgery, Gambling, Leaving school/class Without Permission, Mandatory Study Hall Infringement, Violation of Trip Policy.</p> | <p>In addition to Category 1 responses, Administrative responses to these actions may include the following:</p> <ul style="list-style-type: none"> Out-of-School Suspension * <p>*Instances of Out-of-School Suspension may be reported to colleges/universities, and will also result in the loss of opportunity to participate in extracurricular activities for up to one year.</p> |

Category 3 behaviors are actions that are significant infringements on the school values or the rights of others.

Examples of Category 3 behaviors include:

Verbal Abuse, Bullying (including Cyber-Bullying), Extortion, Fighting, Falsifying Emergencies, Insubordination, Intimidation, Tobacco Use, Theft, Destruction of Property*

* Destruction of Property may require the student to be responsible for monetary cost of repair or replacement.

In addition to Category 1 or 2 responses, Administrative responses to these actions may include:

Recommendation for Expulsion*

*Expulsion from the school will result in notification to other academic institutions, including colleges/universities.

Category 4 behaviors are actions that would generally be considered criminal offenses in addition to being violations of the school values and the rights of others.

Examples of Category 4 behaviors include:

Physical or Sexual Abuse, Alcohol or Drug Use or Possession, Weapon Possession/Possession of Dangerous Items, Harassment.

Category 4 actions are extremely serious and will result in Suspension or Expulsion.

Student Behavior Guidelines

Assembly Behavior

All students are expected to attend assemblies. Students are also expected to be considerate of guest presenters and others attending the assembly by behaving in an appropriate, respectful manner.

Banned Items

The following items are banned from the school:

- Fireworks
- Matches
- Cigarette lighters
- Stink bombs
- Water pistols
- Skateboards
- Weapons of any kind (including toy weapons)

Students involved in sporting activities who use their personal equipment, are required to check the equipment into their coach/sponsor, and the coach will be responsible for storing the equipment. Personal sporting equipment is not to be stored in a student's locker.

If a student brings these or similar items to school, they may be confiscated and held in the principal's office until a meeting is held with parents.

Possession of a weapon or a replica of a weapon is addressed as a Category 4 act in the Behavior Matrix.

Bullying/Harassment

Successful schools are built on a foundation of mutual trust and respect. ANY action that causes a person to feel threatened, belittled, afraid, ashamed, angry, or hurt can be harassment. This includes in person or on-line.

It is not acceptable to pick on another person, call someone inappropriate names, push and shove, hide things, tell dirty jokes, or tease anyone.

Behavior of this nature is considered bullying and will not be tolerated. Bullying and harassment are considered major infractions of the discipline code.

Five steps to stop bullying/harassment:

1. Tell the person to stop. Keep calm. Walk away. Do not laugh or play along.
2. Ignore it and walk away, if it happens again.
3. Ask an adult for help.
4. Help others.
5. Tell someone.

Cafeteria

Food and drink (other than water) may not leave the cafeteria or any of the designated outside eating areas without permission from the administration.

Students are responsible for cleaning up all their food and trash within the designated eating areas.

Dress Code

Good grooming and proper dress are a matter of mature taste and judgment. The school students are expected to appear neat and clean and be sensitive to their status as guests in our host country. Proper dress is that which is acceptable to a majority of our community and is in good taste for school attendance and life.

- Students should wear tops or shirts that cover the entire midriff.
- All tops must have sleeves and should not be of net material, off the shoulder, or inappropriately revealing.
- Halter-tops, tube tops and tank tops are all considered to be inappropriate.
- Hats and sunglasses may not be worn in the classroom.

Teachers are expected to refuse to admit an inappropriately dressed student to class. The offending student should be sent to the School Office.

The School Administration reserves the right to make final judgment on the acceptability of student attire. Parents will be notified of any dress code violations and the student may be sent home from school.

Leaving the school

“Students are not permitted to leave the school grounds during the regular School day without authorized permission from the divisional offices.”

Permission to leave will only be granted when a note, signed by a parent or legal guardian, is provided to the School Office staff who will then issue a gate pass. In the absence of a signed note, a student will only be permitted to leave when a parent or legal guardian is present to sign the student out and obtain a gate pass.

In the instance of an illness which occurs during the school day, students will be sent to the nurse. The nurse will contact parents or guardians and issue a gate pass if it becomes necessary for the student to leave.

Mobile Phones

Mobile phones **are not to be used** in the school. Students consistently using phones without permission may not be permitted to take their phone to school. The use of mobile phones during assessments or exams will be subject to disciplinary action.

Non-Contact Time

Non-contact time includes any time students are not scheduled in class. Students are encouraged to manage their time effectively by participating in activities that contribute to their learning such as meeting with teachers individually, completing assignments, working in the library, reading, collaborating with other students or other activities with teacher permission.

When students are using their non-contact time inappropriately, they will be assigned to a structured Study Hall.

School Academic Honesty Philosophy Statement

Definitions

Malpractice: Behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components; it including the following:

- **Plagiarism:** The representation of the ideas or work of another person as a person's own.

- **Collusion:** Supporting malpractice by another, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** Presentation of the same work for different assessment components.
- **Misconduct:** Any behavior that gains an unfair advantage for a student or that affects the results of another student.
- **Fair Use:** Limitation and exception to the exclusive right granted by copyright law to the author of a creative work.
- **Copyright:** Legal right created by the law of a country, which grants the creator of original work exclusive rights to its use and distribution, usually for a limited time, with the intention of enabling the creator to receive compensation for their intellectual effort.

Roles and Responsibilities

Each **student** will maintain and support academic integrity by:

- Completing all assigned work, activities and test in an honorable manner - one that avoids all forms of malpractice;
- Understanding both Academic Honesty Guidelines and course assignment expectations
- Encouraging fellow students to adhere to academically honest behaviors.
- The student is ultimately responsible for ensuring that all work submitted for assessment is his/her own and that the ideas and work of others is correctly acknowledged.

Each **teacher** will maintain and support academic integrity by:

- Clearly presenting the school wide Academic Honesty Principles to show how they apply to their course(s)
- Providing explicit guidelines for working on assignments in each class, particularly providing examples of acceptable collaboration
- Implementing and practicing the homework expectations to help students manage their workload and complete it in an honest manner
- Maintaining classroom vigilance and the integrity of the assessment process;
- Explaining the use and limits of permissible study aids in coursework

- Appropriately reporting ALL violations. This would include a conversation with the student(s) about the incident with student; if malpractice is confirmed, the violation is reported to the Associate Principal who meets with student and teacher to discuss the violation and consequences; the incident is reported to parents; the Guidance Committee may be consulted as requested.
- If malpractice is discovered, teachers are expected to act on the school's policy and provide students with advice when necessary. Teachers act as role models for students in their own work and presentations.

Each **administrator** will maintain and support academic integrity by:

- Making available to all students, teachers, and parents a copy of this policy
- Facilitating ongoing conversations and reflection about academic honesty
- Administering fair and consistent consequences for violations of academic honesty
- Maintaining records of violations
- Encouraging students to support and adhere to these guidelines
- Ensuring the process is aligned with the school's guiding statements.

Each **parent/guardian** will maintain and support academic integrity by:

- Becoming knowledgeable about the Academic Honesty Policy and its implementation in teachers' classes
- Helping students understand that the parent/guardian values honesty and expects the student to comply with these regulations
- Supporting consequences if Academic Honesty expectations are violated.

Parents are encouraged to support their children in demonstrating ethical behavior and assist in monitoring work at home.

We strive as a community to model these principles in both non-academic and academic situations.

Samples of Conventions

Examples/Samples/Scenarios

These are some examples of violations of the Academic Honesty Policy, whether they are done by ignorance or by deliberate choice:

On tests and exams:

Disobeying/ignoring instructions, disobeying/ignoring a proctor.

Working before the start signal or after the stop signal.

Communicating in any form (talking, signaling, texting, sending notes, etc.).

Looking at another student's work.

Giving answers to another student or letting them copy from you.

Taking unauthorized notes, material, equipment, etc. into tests or exams (whether used or not).

Dishonestly obtaining test matter in advance of the test.

On assignments:

Presenting someone else's work as your own - whether written, designed, drawn, calculated, performed, composed, or created, in part or in whole - is a violation of the Academic Honesty Policy. Some examples are:

Presenting someone else's work, ideas, interpretation, or phrasing without explicitly citing sources.

Paraphrasing without citing sources.

Quoting without using quotation marks and citing sources.

Using images, sound, videos, etc. without citing sources.

Submitting a paper written by someone else, with another student, a tutor, or by purchase.

Submitting the same work to more than one teacher without the express permission of both.

Working with someone else when specifically told to work on your own.

Copying from another student on an assignment or homework.

Letting another student copy from you on an assignment or homework.

On experiments, research findings, or reports:

Falsifying or fabricating results, evidence, data, information.

Falsifying quotations or citations.

Using other people's results without permission.

In general:

Changing your own or someone else's grades/records in a record book, computer file, etc.

Lying about turning in work, deadlines, etc.

Consequences

The school views Academic Malpractice as primarily a behavioral issue that affects academic achievement. As such, the consequences for Academic Malpractice are in response to the dishonest behaviors and are reflected in the dispositional grading of the student(s) involved.

At the grading reports student academic achievement and to report this accurately, students found guilty of Academic Misconduct will need to complete work honestly.

Students will receive an Incomplete for the work completed dishonestly and MUST make up the work within two weeks to receive credit for the assessment. There will be a follow up meeting with the student after one week to determine progress toward completion.

Tiers**First**

Re-submission or completion of an acceptable version of the assignment within two weeks of violation.

Student completes a Values Learning Plan.

Parents are informed.

Students may be excused from any Honor Societies.

Second

Re-submission or completion of an acceptable version of the assignment within two weeks of violation.

Student is excused from any Honor Societies.

Schools/Colleges to which the student has applied/been accepted may be notified.

Third

Suspension or recommendation to Director for expulsion.

Schools/Colleges to which the student has applied/been accepted will be notified.

NOTE: A first offense does not necessarily equate with a tier one consequence.

Depending on the seriousness of the violation a student may enter at a tier two or tier three level of consequence.

Familiarity with our expectations (new student), intent (purchasing an essay, theft of examination materials, altering grades, etc.), formative or summative assessments, amount of direct instruction for assignment and research protocols will be considered when determining tier entry.

An academically honest student does . . .

Read and understand the Academic Honesty Policy and pursues any clarifications if the policy is not completely understood;

Understand the various forms of Academic Malpractice and works to develop strategies to avoid them;

Become aware of the consequences academically dishonest conduct;

Work to appropriately and formally acknowledge the work, ideas, and images of others when these are used to support student work;

Is a responsible scholar who attends to careful notetaking at the start of any academic work;

Demonstrate critical thought in generating ideas and work that is supported by appropriately acknowledges research;

Develop efficient time management and organizational skills to support creation of quality work.

An academically honest student does not . . .

Copy the work of another student;

Provide her/his work to another student to copy;

Present the work, ideas and/or images of another person as their own;

Rely too heavily on the ideas of others to inform their work;

Wait until the last minute to complete assignments of any form.

Activities

Class Attendance and Participation in Activities

Participation in extracurricular programs is an additional responsibility that students assume. These activities **DO NOT** exempt students from their regular school responsibilities.

Students representing the school at regional activities are expected to be in school on the day they depart or return from competition, unless the school Administration makes a special exemption. Failure to do so may result in exclusion from further participation in such events.

Extra Curricular Eligibility

Students on academic probation or in academic difficulty (2 'D' grade or 1 'F' grade on a Quarter Report Card) are not eligible to compete in extra curricular activities involving contests or performances.

Such students will be reviewed on a case-by-case basis. A final decision will be made on a student's eligibility.

School Sponsored Travel/Field Trips

Any student participating in a school sponsored field trip must have written permission from a parent or guardian.

Under no circumstances will verbal permission suffice

Opportunities for trip may be offered as part of the activities program or to provide opportunities for enrichment.

All students are required to follow the School Behavioral Guidelines on these trips. Failure to do so on a school sponsored event will result in a full calendar year of ineligibility from extracurricular events, and other sanctions deemed appropriate by School Administration. This could also include removal from positions in which a student serves as a role model.

Students who have encountered disciplinary problems may be prohibited from attending school sponsored trips.

Assignment Contract

The school aims to provide significant opportunities for its students to become balanced and well rounded citizens. As such, the school recognizes that due to involvement in school approved activities, students may be absent from class for periods of time.

The **Assignment Contract** provides students and teachers an opportunity to formulate a study plan to minimize the effect that absences have on the quality of learning and teaching.

Policy

Students who will miss classes due to school sponsored or approved activities are required to meet with their teachers prior to the departure date to discuss assignments, make up assessments and due dates.

Both student and teacher will sign an **Assignment Contract** indicating understanding of commitments and a reasonable timeline for submission of work to be missed.

Student Services

Health Clinic

The School employs a full-time doctor during the school year. Each student has an emergency card at school, which must be filled out by the parent or guardian.

Students are welcome to visit the doctor's office when they have an illness, injury, or to discuss health issues. During class time, a student must have permission from his/her classroom teacher to visit the clinic.

Students who feel ill may visit the doctor's office. If the student is not fit to return to classes for the day, the doctor will contact parents to arrange transportation home and issue a gate pass if necessary.

Medications

No medications shall be administered without expressed written parental permission.

If your child must bring medication to school, the following steps need to be followed:

The parents should notify the school doctor when a child is taking medications.

All medications must be brought to and kept in the doctor's office.

The medicine must be clearly identified as to the name, type of medication, student's name, and dosage.

A note signed and dated by the parents must accompany the medication.

Dining Room

The dining room is open to students during scheduled break.

Food and drinks (except water) MUST be consumed in the dining room and designated areas only.

Students are expected to leave their eating location in a clean condition.

In order to help insure that your child will get the most out of his/her classroom instruction, please see to it that the lunches are nutritious and substantive.

School Supplies

Students will be required to provide their own notebooks, paper, pens, pencils, and other supplies.

Subject teachers will provide students with a list of any additional required materials needed for their specific classes

Textbook

Students losing a textbook during the school year must pay for its replacement before being issued a second book.

Emergency Evacuation

Emergency evacuation drills are scheduled at intervals throughout the school year.

Classroom teachers will give their classes specific instructions. Each classroom has an evacuation plan posted near the exit door. Teachers should ensure that all students are familiar with proper evacuation procedures.

Library Media Center (LMC)

Library Guidelines:

Help keep the atmosphere quiet and conducive to learning.

Leave food and drinks outside, except bottled water.

All school rules apply.

Acceptable Use Policy applies when using computers.

Be respectful and considerate of each other and the entire library.

The School Living our Values Online

Responsible Use Agreement

Computers and being online have become vital parts of the educational process. Students are expected to follow the school values online. The following represents how our values apply in a digital setting.

RESPONSIBILITY:

Responsible safety, privacy and security/Responsible usage habits

- I will only use the school networks and technology for educational purposes; I will not use school equipment or networks for entertainment.
- I will not use P2P/Torrent/illegal downloading software.
- I will not install any software on my school computer unless asked to do so by my teacher or the school.
- I will achieve balance in my online and offline activities to promote a healthy lifestyle.
- I will separate work and play to practice effective work habits.
- I will respect rules and boundaries set by my parents for technology and online activities.
- I will not hack our network, computer settings, monitoring software, or other computers in any way.
- I will not send spam or chain emails.

COMPASSION:

Compassionately helping end cyberbullying

- I will involve a school official for assistance if I see inappropriate information about other students.
- I will not be a bystander to cyberbullying; I will be an upstander to report and prevent bullying to others.
- I will not harass, insult, bully, or inappropriately discuss others online.
- I will be compassionate to others both offline and online.

Important Notes:

1. To assist students in living our school values, the school retains the right to inspect all student computer/internet use. Students may assume that all computer use is being monitored and may be observed at any time, whether at home or on the school grounds. This includes in-school and out-of-school time.
2. Violations may result in a loss of technology privileges, disciplinary action, or legal action.