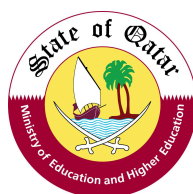




Student/Parent Handbook 2023-2024



PARENT/STUDENT HANDBOOK

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I. INTRODUCTION AND WELCOME

Vision International School (VIS) is an international American curriculum school.

Located in Al Wakra, a rapidly growing suburb of Doha, the creation of Vision International School was a response to the need for quality K-12 schools in Qatar. The “international” focus of VIS is the result of the former International School Services (based in Boston, USA) partnership with the Almuftah Group; with an ever-growing local Qatari and expatriate student population the idea of establishing a school outside of Doha was visionary and the “vision” has become a reality!

After nine successful years and continued growth, Vision International School is now entering year ten. Our diverse and international faculty of educators are excited to have the opportunity to provide our students with a world-class education. With each successive year, VIS has added a grade level; the result of which is now our current Preschool – Grade Twelve educational institution. We are proud to say that VIS will graduate our sixth senior class at the conclusion of this 2023-2024 school year.

Our school program is constructed around a philosophy that provides a rigorous and relevant educational pathway for students to become lifelong, independent learners. We strive to provide a learning environment of structure, balance, flexibility, inquiry and accountability. Our school will continue to evolve with continuous improvement that supports the VIS vision, mission, learning results, and the students and families we serve.



Welcome from the Director

Dear Vision International School Families,

Welcome to a new year of learning at VISION INTERNATIONAL SCHOOL!

The VIS Student/Parent Handbook is intended to serve as a guide that provides you with important information that will enable you to share with your child the “right thing to do at the right time.” Please take time to review the handbook and to highlight important points with your child(ren). Vision International School is an American curriculum international school that serves the educational needs of Qatari, as well as, expatriate families who are living, working and making their home in Al Wakra, Doha and the surrounding areas.

In this, our tenth year, we will begin the year with more than 1000 students representing over 25 nationalities. Our PK through Grade 12 campus features mixed gender classrooms in the Early Childhood (EC) classrooms and single gender classrooms for grades one through twelve and includes learning areas such as a well-resourced library, a gymnasium, music rooms, art suites, science laboratories, a swimming pool, video production room, cafeterias, and both inside and outside play areas. Our school is organized in three divisional levels: a Pre-K. through Grade 5 EC/ES Division, a Girls’ Division educating girls in Grade 6 through Grade 12, and a Boys’ Division educating boys in Grade 6 through Grade 12.

We have begun the process of earning our accreditation from the New England Association of Schools (NEASC) and will work toward implementing all of their recommendations over the next few years.

We know you have many educational options available to you and are pleased that you have chosen Vision International School for your family. We take our responsibility for educating our students/your children very seriously and thank you for your trust in us. Together, we will promote the importance of becoming more socially responsible and internationally minded. Together, we will work to empower passionate, lifelong learners, driven to positively impact the world.

As the Head of School, I am here to serve you and the community and welcome the opportunity to meet with you to discuss any questions or concerns you may have .

Ms. Shan Green
Head of School
Vision International School

Call us at: +974.4036.4000

Link to school website: www.vis.qa

Vision International School: Mission Statement

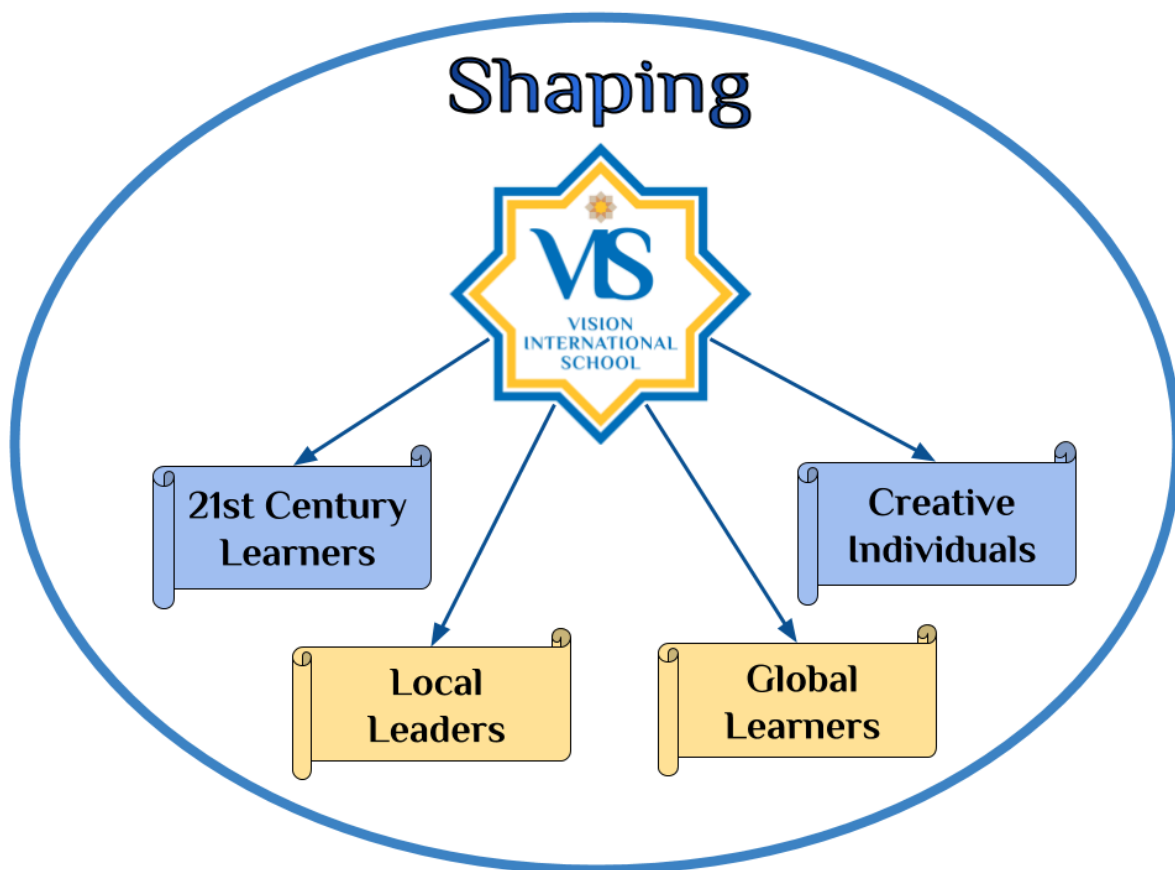
Vision International School provides an inclusive American curriculum in a separate gender setting that prepares students for an ever-changing world. Through authentic, collaborative problem-solving and independent learning, our students develop a growth mindset and positively impact their communities. We celebrate diversity, foster creativity, and expression, and instill ethics, empathy, and compassion.

Vision International School: Vision Statement

“Shaping Local Leaders and Global Learners”

VIS empowers passionate, lifelong learners, driven to positively impact the world.

Expected Learning Results



At Vision International School we aim at shaping:

21st Century Learners who:

- use information resources to extend their knowledge
- communicate, collaborate, and create using technology locally and globally
- display digital citizenship, awareness, and skills

Local Leaders who:

- take initiative and demonstrate personal integrity
- interact positively with others within the immediate and greater community
- deliver on the promise to develop Vision Pride in and out of the classroom

Global Learners who:

- exhibit a broader view of the world by understanding and accepting diversity
- are engaged and participating in collaborative activities with organizations from the wide community
- model compassion and empathy for others

Creative Individuals who:

- use imagination and critical thinking to address essential questions
- demonstrate intellectual curiosity both in and outside of school
- develop self-esteem and self-expression through interaction with arts, sports, and the environment

II. ATTENDANCE

Arrival of Students

Students may enter the campus beginning at 6:45 a.m., at which time supervision is provided by the school. For their safety, students are not permitted on campus before 6:45 a.m. as there is no supervision. Students in elementary and middle school arriving at school prior to 7:05 a.m. must go directly to the gender-appropriate canteen unless prior arrangements have been made with the student's classroom/first period teacher. Students will be permitted to enter classrooms at 7:05 a.m. Students are to be dropped off at one of three locations: (1) at the boys' or (2) girls' side entrances, or (3) at the main gate entrance. Once inside the school campus, all students are required to carry their own school backpacks and supplies.

Late to School -- Tardiness

It is the parent's responsibility to ensure that students consistently arrive at school on time. Timely arrival for school is essential to a student's academic success, as it provides the student with a smooth transition to begin the school day. Being late for school not only affects the student who arrives late, but also negatively impacts the start of the school day for classmates, as well as the teacher. Learning begins at 7:15 a.m.

A student is considered tardy if not present in the classroom at 7:15 a.m.

Students who arrive at school after 7:15 a.m. must stop at the reception desk to get a late pass. The late pass is required for admission to class after 7:15 a.m.

Below are the steps to be taken for excessive tardiness for middle and high school students. Please read thoroughly.

Tardiness Policy for Middle and High School Students	
5 Unexcused Tardies	Detention (lunch or after school) and parent phone call
15 Unexcused Tardies	Parent Meeting with the Principal
30 or more Unexcused Tardies per quarter	Administrative review of enrollment status

Dismissal of Students

PK, KG1 and KG2 (EC) students are dismissed from their classrooms at 12:15 p.m. (At the time of this publication, VIS is considering making the KG@ program a full day program with dismissal at 2:15 p.m.) The doors to the Early Childhood entrances will be opened at 12:15 p.m. for parents and/or caregivers to collect their children. EC students must exit the school through the main entrance gate. EC children are expected to be picked up no later than 12:30 p.m., as there is no provision for supervision after that time.

Grades 1 and above students are dismissed from their classrooms at 2:15 p.m. Parents or caregivers may collect their children at the appropriate exits. Boys and girls without opposite-gender siblings are required to be picked up at their respective gates. Students with opposite-gender siblings are the only group of students

who can be picked up at the main entrance gate. Students who take the bus home should report directly to their assigned location.

Students registered for an after school activity are to report directly to the designated location for the activity. Faculty supervision of the campus ends at 2:30 p.m. Students not involved in a VIS after school activity should be off campus or be under the supervision of an adult.

Early Dismissal takes place each week on Thursday. All students are dismissed at 11:30 a.m., so faculty and staff can engage in professional development activities. Regular dismissal procedures apply on early dismissal days. Reference the [VIS School Calendar](#) for early release dates.

Early Departure from School

Learning at VIS is the priority and cannot take place if the student is out of school. In the event a student MUST leave school prior to the end of the school day (12:15 p.m. for EC students, and 2:15 p.m. for ES and MS/HS students) the parent must notify the school either by email or phone. Students who leave early during the school day must be accompanied by a parent or guardian, who has received a gate pass from school security at the main entrance gate. The school nurse may also require that a student leave school early due to illness. In the event this happens, the school nurse will contact the parent, and notify the administrative assistant from your child's division.

Absences from School

In the event a student is absent from school for any reason, the parents must notify the teacher and the division's Administrative Assistant by [email](#) or phone (+974.4036.4000) prior to the student's absence. When a student is absent without parents notifying the school, the school will follow-up with a phone call to the parents for safety and security purposes.

If a child is out of school due to illness for **three consecutive days**, the parents must secure medical documentation from the doctor stating the nature of the illness. Upon review and approval by the school nurse, the student can return to school.

Parents are strongly discouraged from scheduling doctor, dentist, or any other appointments during the school day; the priority during the school day is learning. Parents are expected to support their child's learning as the priority and schedule all other appointments outside of the regular school day.

For planned absences, parents are required to submit and complete a [Student Planned Absence Notification](#) form and to submit this form to their child's division principal two weeks prior to the scheduled absence date. By honoring this procedure, the student's teachers will be able to arrange for missed classroom assignments that the student can complete while out of school. The student is expected to complete and return all schoolwork on time; technology-related assignments are to be submitted in real time.

Students departing before the last day of school at the end of the school year, unless officially withdrawing, will receive their report card on the regularly scheduled report card date.

Absence from Participation in Physical Education Class

Physical Education class, including swimming instruction, is an important and required subject like any other VIS class and all students are expected to fully participate. The ONLY EXCEPTION under which students will not be required to participate in Physical Education class will be made following the presentation of a written doctor's notice stating the specific reason and duration of time that the student should not participate.

Excessive Absenteeism

Regular school attendance is essential for students' success in school. Frequent absenteeism creates a hardship for students and teachers and is considered a serious problem. Students absent for more than 27 school days (15% of the school year is the formal percentage stated by the Ministry of Education) during an academic year are at risk of being retained in their current grade level according to MOE regulations. When absent, students and their parents are to work closely with the students' teachers to ensure missed work is made up as soon as possible.

Excused Absences

Absences due to illness, health condition, family emergency or religious purposes are valid excuses for absences and tardiness. The parent is required to notify the school office on the morning of the absence. **Parents/guardians can email the offices at: student.absence@vis.qa.** Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

Absences resulting from disciplinary actions such as a short-term suspension are an exception. As required by the school, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension shall have the right to make up assignments or exams missed during the time they were denied entry to the classroom. Any student serving an out of school suspension will be provided classwork for the suspended period of time.

Regarding extended illness or health conditions, if a student is confined to home or hospital for an extended period, the school shall arrange for the completion of assignments. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be completed outside of class, the student may be required to take an Incomplete from the class.

Unexcused Absences

If a valid reason is not provided by the parent from the accepted reasons listed above, the absence will be considered unexcused.

Below are the steps to be taken for unexcused absences for middle and high school students. Please read thoroughly.

Absentee Policy for Middle and High School Students	
3 Unexcused Absences per quarter	Letter to Parent (powerschool)
5 Unexcused Absences per quarter	Parent Phone Contact
7 Unexcused Absences per quarter	Meeting with the Principal, Attendance Contract
9 or more Unexcused Absences per quarter	Administrative Review of Enrollment Status

III. SCHOOL FEES AND FOOD SERVICES

Tuition and Additional Fees

The VIS annual tuition fee schedule is provided in the school application packet. Please refer to the [VIS Tuition Schedule](#) on the school website for details. There is a registration fee charged for the first time registration of each child, and annual “Additional Fees” that cover re-enrollment and stationery (optional). Please contact the Finance Office if you have questions about registration or tuition fees.

Annual stationery fees are charged at 1,000 QAR per student. These fees are optional but the supplies are required for each student. Parents can opt to pay the stationery fee directly to VIS, or commit to providing every item listed on the required stationery list prior to the start of the first week of the school year. Please refer to the VIS Stationery List for the required items.

Students and their parents will be responsible for replacing any lost or damaged books, laptops, tablets and other items that are used in the school classroom, library, and school.

Bus Transportation

Bus transportation fees/registration procedures are outlined in the school admissions packet and on the VIS website. Parents will be invoiced for a full semester of busing, regardless of how many days transportation was provided. Bus service is provided directly from and to the student’s home. Each bus is staffed with a female bus monitor employed by the school to ensure the safety and security of the students on the bus. Students riding the bus are expected to follow behavior and safety guidelines, as well as instructions of the bus monitors and drivers. Riding the bus is a privilege and any infractions may result in the loss of this privilege. This service is first-come first-serve, and service from Doha may be made available should there be enough applicants.

Canteen/Lunch and Snacks

VIS contracts with a food vendor for our food service program. Snack time is provided mid-morning, and lunch is scheduled for the late morning on all school days. Students are expected to eat healthy nutritious snacks and lunches. Students may bring their own snacks/lunches, or purchase food from a pre-set or an a la carte menu on a daily basis; payment can be made on a daily basis with cash or students can establish a pre-paid account to use.

Parents are encouraged to establish prepaid accounts and maintain a balance sufficient to cover a month’s worth of meals. Students who do not have money to pay for food or drinks will have their school lunch accounts charged. All students can choose to bring their own lunch or money to purchase lunch.

Snack/Food Policy

“Junk food,” such as candy, sweets, soda, chips, and ice cream are not sold to our students or permitted to be brought to school to eat during snack/lunch time. To promote healthy eating habits, we ask parents not to pack these items. Additionally, parents/guardians or nannies are not permitted to bring in fast food or restaurant lunches (McDonald’s, Pizza Hut etc.) for students to eat at school.

Food Allergies: If there is a student in a classroom with a severe food allergy, all members of the class will be notified so that parents can provide food free of that allergen (for example, no nut products, if there is a child

with a nut allergy). The teacher will notify all class parents of any items that are not allowed. If a child brings an unsafe food item, the teacher will contact the parents to bring a replacement snack or obtain an item from the canteen (the parents will be charged).

VIS and the food vendor cannot guarantee that every item provided in the canteen is allergy-safe. We therefore strongly encourage families of students with food allergies to provide their own food. Please see these linked sections for more information on food allergies at VIS: [Allergies](#) and [School/Classroom Events](#).

VIS Healthy Eating Guidelines

Doing Our Part to Promote the Healthy Development of Your Child

Overview

In light of an abundance of evidence linking dietary intake (what we eat and what we drink) to our health and wellbeing, we have developed and are implementing a healthy eating framework. This is designed to create a school environment that will support the growth, health and wellbeing of students. A healthy diet has also been linked to improved academic achievement.

Scope

These guidelines address home packed snacks and lunches for students and birthday parties. The guidelines apply to all students unless medically exempt. In case of medical exemption, a signed report must be provided to the school stating the child's name and the reason for exemption. Our staff and school canteen/lunch services provider will also be following these guidelines to promote healthy eating among our students.

Packed Lunches and Snacks for Children

A traffic light system will be used to help parents and students in planning lunches and snacks. This is designed to ensure students eat primarily healthy foods. (Please see the next page for details).

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

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

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

Birthday Parties

Grades 2 through 6 birthday celebrations/parties falling in any given month are celebrated on the last Thursday of each month. In the case that this day is a holiday, then an alternative Thursday will be chosen. For any birthday party or special celebration in Grade 7 -12, special permission must be requested from the Division Principal.

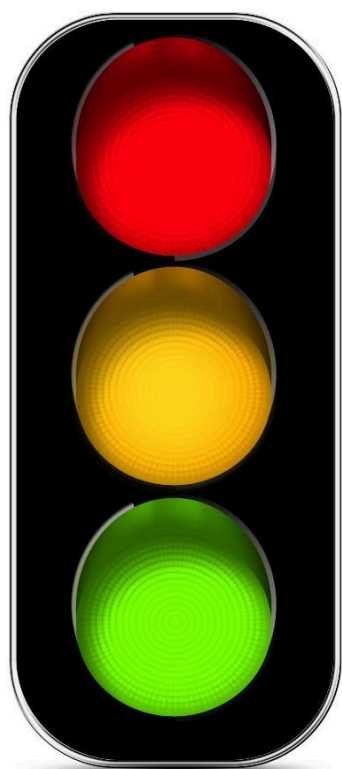
All Early Childhood classes (PreK to Grade 2 students) may celebrate their birthday on the actual day. Parents must coordinate this with the homeroom teacher one week in advance of the celebration.

The following outlines how birthday parties will be organized at school in Early Childhood:

- Homeroom teachers and the parents of the children celebrating their birthday in any given month are responsible for organizing the classroom party. Parents who wish to opt out may do so. In this case, there will not be another opportunity to celebrate their child's birthday during school hours.

- One class period will be set aside during the afternoon for the classroom party.
- Birthday cake is allowed.
- Other foods brought to class for the party should be from the *yellow* or *green* food groups.
- The healthier *yellow* and *green* foods must be consumed before the birthday cake.
- Parents are free to bring in Birthday Bags with non-food items inside such as crayons, games, or toys. This should be agreed upon with the teacher in advance.

The Traffic Light System:



Foods	Guidelines
Red Foods: Sodas and sugary drinks, crisps or chips, chocolates, sweets, pastries and cakes, biscuits and cookies, fried foods, other junk foods	Red Foods: Not Allowed. Confiscated from the child, and returned at the end of the day
Yellow Foods: Refined bread, pasta, and rice, highly processed meats and other foods, butter, and cheese	Yellow Foods: Allowed, but should form a small part of a child's school lunch and/or snack (about 1/3).
Green Foods: Dairy foods, whole grain bread, pasta and rice, fruit and vegetables, lean and fresh meat, fish and eggs	Green Foods: Highly encouraged and should form a major part of a child's school lunch and/or snack (about 2/3)

IV. CURRICULUM AND LEARNING

Overview

Vision International School Curriculum offers a Preschool through Grade 12 American curriculum delivered in the English language. It is based on the AERO and Common Core standards, along with appropriate international standards adapted to meet the mission of our school. Our curriculum is holistic and interdisciplinary in nature drawing on a wide-range of instructional resources, programs, and strategies all of which are designed to provide students with “authentic learning” experiences; we guide students to engage in the authentic act of thinking and doing to solve real-world problems. We recognize that intellectual and personal character is developed through the acquisition and refinement of skills, processes, and values through all subject areas using a variety of learning experiences. English language arts, math, science, social studies, physical education, art, music, Arabic studies, Arabic language (for native and non-native speakers), Islamic studies (for Muslims), and Qatar history form the nucleus of our curriculum. Our high school students take a Career Exploration course and a College & Career Planning course.

Our Division Principals, Curriculum and Assessment Director, and Student Support Team work closely with teachers to provide continuous professional development, ongoing curricular support, and guidance with the planning, delivery, and assessment of learning goals for all students based on the American curriculum standards adopted by the school.

Literacy

As a foundation for learning we aim to develop essential receptive and expressive language skills. Through meaningful literacy instruction, students are engaged in a variety of language experiences focusing on developmentally appropriate skill acquisition in listening, speaking, reading, writing, and language foundations. A wide range of instructional strategies and resources are used to facilitate a high level of English language competency. Tools such as our well-resourced library, writing portfolios and reading logs, along with online student accounts are developed throughout the year and used by students and teachers to monitor, measure and celebrate growth. Lastly, preschool and elementary school students are provided with library skills instruction on a weekly basis delivered by our school librarian.

Math

The elementary math curriculum is delivered through an inquiry-based approach, whereby students engage in in-depth hands-on investigations in the areas of number sense, computation and estimation, geometry, measurement, problem solving, patterns, functions, and algebra, statistics, data analysis and probability. Students work collaboratively to construct mathematical understandings and extend learning based on their individual abilities and needs. A strong emphasis is on communicating understandings and sharing strategies with others.

Science and Social Studies

Science and social studies topics are explored and taught through an inquiry-based approach. Literacy is at the heart of these content-subject areas as students are guided to utilize their language skills to better understand and demonstrate their learning in these areas. Two well-equipped science laboratories staffed by trained science educators and a science lab technician serve as the core for our middle and high school students. Students in grades K-12 experience a learning program framework based on the Next Generation Science standards. Through science lessons, students develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. Students are involved in constructing knowledge by engaging in hands-on experiences and making connections between new learning experiences and prior knowledge. Other subject areas are incorporated into the units of instruction when applicable. Teachers facilitate the process of developing the skills of questioning, analyzing, and reflecting upon learning throughout topic exploration. Such inquiry-based programs effectively cater to the broad range of student needs and interests in any given classroom and provide room for enrichment opportunities.

Information and Communication Technologies

Embedding technologies in teaching and learning is a priority at VSI. Technology tools and skills are integrated into instruction. Ultimately, 21st Century learning employs technology to communicate, network, research, and produce products and services.

Each student has a school email account to enable communication and collaboration with peers and teachers.

Music, Visual Arts, and Physical Education

Music, art, and physical education are important subjects in our curriculum and form a key component for interdisciplinary instruction. They are taught by a team of specialized teachers in resource rich environments including art rooms, a kiln room, an indoor pool, a fully equipped gymnasium, music rooms and outdoor playgrounds for all age groups. These subject areas are often incorporated into school events and celebrations.

Physical education is required in grades K-9 and offered as an elective in high school.

Arabic/Islamic Studies/Qatar History

As required by the Ministry of Education, all VIS students learn about our host country's culture. Instruction in the Arabic language is provided for both native and non-native Arabic speakers. Early Childhood students have Arabic three times per week and Islamic Studies once per week. All older students have Arabic language instruction every school day of the week. Additionally, for those students who are members of the Islamic faith, Islamic Studies is provided two times/week in Arabic, and in English for non-native Muslim students. Parents of non-Muslim students have the option of having their child participate in another classroom activity during this class. Lastly, all students in grades 1-9 learn about our host country's culture and history through Qatari history, which is provided during one class per week.

V. STUDENT SUPPORT SERVICES

Guidance Counselors

Guidance services are available for all students. We have two Guidance Counselors, one each for the boys' and girls' divisions. The Guidance Counselors work with students individually, in small groups, or within the regular classroom, as they also deliver a guidance curriculum. They also offer a Career Exploration course to high school students. Counselors work closely with classroom teachers and reach out to parents as needed.

Learning Support and English Language Specialist Teachers

Learning Support and English Language Specialist Teachers work with classroom teachers and students to provide differentiated instruction, intervention and remediation for learning needs in areas that may not be primarily language based.

School Nurses

The School Nurses' primary role is to promote healthy and safe habits and, when possible, minimize unhealthy conditions that negatively affect students while at school. The nurses also administer parent-approved medicines within the school day and provide first aid for minor injuries and appropriate support for any major concerns. When required, the School Nurse will contact parents to communicate concerns or seek additional information to support the students' needs at school.

Student Success Team (SST)

Trained specialists provide additional learning support within and outside of the classroom for any student deemed to be in need of assistance. Members of our SST staff include: Division Principals, Guidance Counselors, and Learning Support Specialist Teachers. This team works with classroom teachers and our school's administration to ensure all our students' individual learning needs are adequately met. This group works together with students' classroom teachers to assess students' needs, suggest strategies, and

develop/ implement student learning plans, which are then shared with parents.

Learning Assistants

Learning Assistants are assigned by the division principals to work in conjunction with a teacher or teachers. Learning Assistants work under the supervision of a teacher and assist with the daily routines of the classroom. They work with individual students or groups of students, carry out clerical duties related to the teaching process and supervise children during lunch and recess breaks, and before and after school.

VI. ACADEMIC ACHIEVEMENT: ASSESSMENT & REPORTING

Academic Achievement

The development of intellectual and personal character is grounded in academic achievement that requires strong reading and writing literacy skills, the acquisition of foundational knowledge and learning skills, explicit teaching of characteristics of intelligent behavior, and the nurturing of attitudes and interests. To best support our students' learning throughout the school year, we utilize a variety of informal and formal learning assessment and reporting tools and procedures.

The [Report Card Information Sheet](#) document outlines the grading scale and the descriptor for each level of achievement for students in grades KG2 to Grade 12.

Standardized Testing: Star Reading and Math® (Renaissance®)

Students in grades 5 - 12 are assessed using one comprehensive assessment that provides all the insights needed to guide literacy growth for emergent readers, struggling readers, and high achievers, whether you are testing in-person, remotely, or a combination of both. Star Reading measures students' knowledge and understanding of vocabulary, as well as their ability to apply vocabulary strategies. Star Math measures students' ability to add, subtract, multiply, and divide whole numbers, fractions, and decimals. This domain also covers primes, square roots, percents, and numerical expressions.

Fountas and Pinnell Reading Assessment

This reading literacy assessment tool is widely used throughout the United States and in international schools. This assessment is administered on a one-to-one basis with a trained teacher assessing each child individually. The assessment is typically administered two or three times throughout the school year. The results of this assessment measure a student's reading fluency and comprehension and are used for future instructional needs. The assessment produces each student's "Zone of Proximal Development" (ZPD). This means we place students in a reading level, which is not too hard, and not too easy; one that is just right to challenge the students growth in learning to read, and reading to learn.

Parent Conferences

Formal parent conferences are held two times a year. During these conferences teachers share student data, highlighting areas of strength and growth as well as areas requiring additional support and attention. In a case which involves students of concern, a Learning Support and/or counselor may attend the conference. Informal conferences are also encouraged as needed or desired by either the teacher or parent. These conferences are scheduled on an as needed basis.

Student-Led Conferences

Students are empowered to share their learning with parents during these conferences which take place

during the latter part of the school year. Having spent a significant amount of time engaged in the process of learning, the students work with their teachers to prepare their “story,” to share with their parents including individual goals, accomplishments, and interests. Portfolios including student work samples highlight the student’s academic achievement. Student led conferences will look different at every level. For example, elementary students may have more hard copies of demonstrated student work. Middle and High school students may have specific presentations of projects and/or a summary of work they would like to highlight with their parents at the conference. All this results in the students taking ownership and pride in their learning and growth.

Student-Led Conference Portfolios

A student portfolio is a tool used to document student achievement and growth over time. Selected student work samples provide evidence of achievement towards desired learning outcomes. Teachers and students might build paper or digital portfolios. Teachers guide the building of the student portfolio over the course of the school year, using the portfolio to help students build the intellectual skills of analysis and evaluation by reflecting on their learning and sharing their work with others. Teachers are responsible for developing these understandings and competencies by guiding their students to:

- demonstrate a developmentally appropriate understanding of the purpose of the portfolio, and
- select and reflect upon appropriate items for their portfolio and demonstrate greater levels of understanding and skill in this process as they progress from grade to grade.

Promotion or Retention

Students who demonstrate the ability to meet the learning standards at their grade level are recommended for promotion to the next grade level for the upcoming school year. Students who are not recommended for promotion will be recommended to repeat their current grade level. Retention may be recommended for a variety of reasons, including academic and developmental readiness or possibly excessive absences from school. Retention decisions are made by the division principal in a timely manner with teacher input and parents’ involvement. Observations, review of school records, review of daily classroom work and behavior, and additional assessments will be made if necessary. All factors are considered during the decision process.

Course Withdrawal

High School Students may withdraw from a course within the first 6 weeks of the new semester. In order to document the withdrawal and to ensure that the course attempt has been removed from the student’s records/transcripts, a Course Withdrawal Form must be completed by the student, signed by the parent and course teacher, and then placed on file with the division principal who will confirm the withdrawal with the student and the academic records coordinator.

High School Credit Recovery Program

Our credit recovery courses are independent study units which are designed for high school students, who need credit recovery due to a failure in a core subject. Students will work with a teacher, their high school counselor and Credit Recovery Coordinator to determine the work needed to recover the credit in the specific course and the timeline for completing the work. Once a course has been failed, no matter what the outcome (assigned grade) of any of the below credit recovery courses, the highest grade that can be recorded on any official VIS transcript is the minimum passing grade of a “D” in order to meet the MOE requirements for graduation.

In order to initiate a credit recovery process, an enrollment form must be completed by the counselor or credit recovery coordinator. All parties must sign off on the form before the student can begin the course work.

The high school credit recovery program is only offered to high school students (grades 9-12) for the core subjects: English, math, science, and social studies. Students will meet with their counselor to determine what level of recovery is needed. **Students and parents hold the primary responsibility for ensuring that the coursework is completed.**

Credit Recovery Options

1. Sterling Academy's part-time high school credit recovery program (<https://www.sterling.academy/>) provides students the opportunity to earn credits they have missed due to failing grades. Sterling Academy's credit recovery courses are self-contained, independent study units. Once approved, students complete the course(s) independently and submit their work to their online instructor. Sterling's instructor then reports the student's grade to the VIS guidance counselor, who will assign a passing grade and credit. Because of Sterling Academy online courses students can get the credits necessary to graduate on time.
2. ALEKS has been used by millions of students in over 100 different mathematics and science courses at thousands of K-12 schools, colleges, and universities throughout the world. Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics s/he is most ready to learn.
3. Study.com's online credit recovery courses offer students the chance to learn at their own pace, and at any time and in any location, with the help of video lessons and practice quizzes. There are also instructors on standby to answer any questions students might have.
4. Brigham Young University (BYU) Independent Study was established in 1921 with a commitment to expand educational opportunities to students everywhere. They now offer more than 500 courses that have been accessed in all 50 states and in over 105 countries. Their mission is to provide excellent online courses at the university, high school, and middle school levels. BYU Independent Study offers trusted, quality courses that are accredited by trusted commissions*. Their courses help students fill gaps in local course availability, recover lost credit, and accommodate personal needs or goals. Independent Study course credits can be transferred to most educational institutions worldwide. **At the university level, Brigham Young University is accredited as an institution by the Northwest Commission on Colleges and Universities (NWCCU). BYU Independent Study secondary education courses are accredited by Cognia (formerly AdvancED) and by the Middle States Association Commissions on Elementary and Secondary Schools (MSA-CESS).*
5. *Independent study courses will be determined on a case-by-case basis. Students who wish to complete an independent study need to contact the counselor and/or the credit recovery coordinator and meet with the Division Principal to determine the appropriate option.*

High School Course Plan

The high school course descriptions can be found in the VIS High School Course Descriptions document. Courses may change as more electives are added to the curriculum and as more Advanced Placement (AP) Courses are offered.

Report Cards

All of our students receive report cards at the end of each semester grading period. PK and KG1 report cards reflect 36 developmentally appropriate objectives and standards from the Creative Curriculum. The Elementary (KG2-6), Middle (7-8) and High School (9-12) report cards reflect the academic achievement which is evaluated based on grade-level standards and is reported for all subject areas. The [Report Card Information Sheet](#) document outlines the grading scale and the descriptor for each level of achievement. The area of “learning skills” is also evaluated using a developmentally appropriate rubric. A section for teacher comments provides additional detailed information.

Progress Reports

Progress Reports are issued midway through each semester (at the end of Quarter 1 for Semester 1 and Quarter 3 for Semester 2) and provide parents with a report on student progress on the standards taught.

Report cards will be issued only to those students who have cleared all outstanding financial obligations to the school such as tuition, transportation, or library fees.

VII. AFTER SCHOOL STUDENT ACTIVITIES

After School Activities

We will be offering a few extracurricular activity sessions throughout the school year with the first session beginning in late September. Activities offered will include swimming, football, STEAM activities,, academic support, and language clubs. Students are required to sign up in advance of the session, and parent approval is required in order for students to participate in this program. Further details and the program schedule can be found on our [ASA Webpage](#).

Attendance

By signing up for an activity, a student is committing to attend all classes during that six week session. Places are limited, and students who miss more than two classes may be asked to vacate their place to allow someone else to join the class. In some cases, such as KG1 & KG2 activities which are especially popular, students may only miss one class before being asked to give up their place to someone on the waitlist.

If a student needs to miss an activity, parents are asked to email the ASA Coordinator before the start of the activity.

After School Activity Behavior

After School Activities are an opportunity for students to enhance their learning, make new friends, and learn new skills while having fun. Participation is voluntary, and is not a curricular requirement. ASAs are a privilege, and thus VIS reserves the right to deny entry to any student who has current or ongoing disciplinary issues, or other causes for concern as indicated by their teachers, which may disrupt the activity and other students. ASAs are intended to be an enjoyable experience for all students, and disruptive students

will not be permitted to attend. Participation will be at the discretion of the Principals and is considered on a case-by-case basis.

Pick Up

Grades 1-12 students engaged in ASAs must be collected from the front of the school by 3:30 p.m. on ASA days. Students who are picked up consistently late will be removed from the ASA.

KG1-KG2 students engaged in ASAs must be collected from the front of the school by 1:30 p.m.

Parental Permission

All students require written parental permission in order to participate in ASAs. This is collected via the online signup process prior to the start of the six week session. Students who do not have this permission will not be allowed to participate in the activity.

VIII. BEHAVIORAL EXPECTATIONS

VIS takes a comprehensive approach to behavior management, which includes Positive Behavioral Interventions + Supports (PBIS), Restorative Practice, and Social/Emotional Learning (Second Step).

The students, parents and school each have a role to play in participating in building the support plan. This chart is in compliance with the Ministry of Education goals for implementing and sustaining a Positive Behavior Support Plan.

Code of Behavior	Student Responsibility	Parent Responsibility	School Responsibility
Respect Yourself	Demonstrate respect for themselves, other members of the school community and the school environment.	Support school staff in maintaining a safe and respectful learning environment for all students.	Respect students by taking into account their age and academic, social and emotional development.
Fairness	Demonstrate fairness by following classroom and school rules.	Cooperate with the school to achieve the best outcomes for their child/ children.	Ensure consistency and fairness in implementing the school's rules.
Obligation	Cooperate with staff and others in authority.	Contribute positively to behavior support plans that concern their child.	Facilitate professional development to improve the skills of staff to promote responsible behavior.
Commitment	Attend school every day, ready to learn.	Initiate and maintain constructive communication and relationships with school staff regarding their child's learning and wellbeing.	Review and monitor the effectiveness of school practices and their impact on student learning.

Honesty	Tell the truth in all situations.	Tell the truth in all situations.	Tell the truth in all situations.
Transparency	Ask for clarity and help when needed in the classroom and online, as most information is online for classwork and assignments.	Provide the school and teacher with information that may assist in helping the student to achieve academically. Medical information is to be included.	Provide information to parents that informs them of each student's progress, behavior and challenges, using clear and simple language for communication.
Respecting Others	Behave in a manner that respects the rights of others, including the right to learn.	Demonstrate respect for the teachers and the school by actively being involved in your child's education.	Demonstrate respect for students and parents by being available and responsive to their questions and concerns.
Responsibility	Take responsibility for their own behaviour and learning.	Encourage students to be an independent learner, who is responsible for his/her learning.	Understand students' educational and academic needs, as well as their beliefs, values, and cultural background.
Participation	Participate in the classroom, and school-wide events such as: ASAs and sports programs.	Support students by encouraging them to participate in extracurricular activities that promote leadership and overall development.	Provide engaging lessons and activities that inspire students to be active participants.

Vision Pride is a comprehensive behavior management system that is a proactive, restorative approach to establishing school systems needed to build a community of learners to ensure that students learn to be responsible, safe, and respectful.

The following chart provides a general list of behaviors and identified solutions to changing those behaviors over time. Behaviors are addressed via a collective team effort which includes collaboration between teachers and administration. These behaviors will be addressed by the teachers or the office, depending on the severity of the behavior.

Early Childhood & Elementary School

Teacher	Office
Being disrespectful Bullying/intimidating students Hitting Noncompliance Obscenity/profanity Pushing Running away Theft Throwing	Assaulting a staff member Assaulting a student Bullying/intimidating staff Chronic rule violation Damaging school property Leaving school

Middle School/High School

Teacher	Office
Bullying/intimidating students Destroying school property Dishonesty Disrespectful behaviour Disruptive behavior Inappropriate use of technology Not completing work Obscenity/profanity Theft Truancy/tardiness	Assaulting a staff member Assaulting a student Bullying/intimidating staff Chronic rule violation Dress code violation Initiating or engaging in fighting Leaving school grounds without permission Cell phone violation

Logical Consequences / Solutions

Administrator discretion is exercised on all behavioral incidents based upon infraction, history, grade, and developmental age of the student.

Apology	A verbal and/or written apology -- there is an expectation of sincerity and a desire to correct the error/misbehavior (as demonstrated in future actions).
Student Warning	A document that the student completes and signs with the division principal which acknowledges the misbehavior and gives a written statement of the behavior and attitude they will demonstrate to correct the misbehavior.
Community Service	Serving the school or local community in some way.
Conference	A meeting with either a teacher, student (in the presence of a representative adult from the school) and/or parent.
Student-Parent Warning	A document that the student and parent complete and sign in a meeting with the division principal, which acknowledges the misbehavior and gives a written statement of the behavior and attitude they will demonstrate to correct the misbehavior.
Counseling (required)	Scheduled counseling sessions with the counselor to address specific concerns.
Plan for Success	A document that outlines strategies that the student will use to address behavioral concerns. This plan must be signed by the student, parent, teacher, counselor and returned to the administrator within 24 hours.
Communication to Parents	An email, letter, or phone call to the parents that outlines the nature of the concern - the parent may be requested to respond to the concern.
Loss of Privileges	Withdrawal of participation in a scheduled school event or activity such as an after-school activity or special events, etc.
Behavioral Contract	A behavioral contract will be developed outlining the responsibilities for the school, the student, and the parents in order to best support the student's behavioral changes.

Restitution	Restoring things or situations to their original “before” condition (can include financial reimbursement).
Detention	The student will serve a detention during lunch, recess, or after school.
Suspension	<p>In School Suspension = ISS “Internal” (in school) - the student is removed from the regular school environment and spends a designated amount of time (part of a day or one school day) in an assigned location supervised by a school employee.</p> <p>Out of School Suspension = OSS “External” (out of school) - the student is removed from the school premises for a designated period of time for one to five days depending on the behavioral incident.</p>
Expulsion	By approval of the School Director, and within the established guidelines of the Ministry of Education, the student is expelled from the school for the remainder of the school year. The re-enrollment status of the student will be determined by the school administration. If the student is invited back the student may be required to take the admissions assessment exam to qualify for re-enrollment.

Student Management Guidelines

Members of our VIS School Community are expected to honor our school values and student management program guidelines, as noted below, to ensure learning remains the primary focus at our school and that each and every student is provided with the opportunity to do their very best.

- Adults model Vision Pride.
- Students are responsible for their actions and will learn to resolve concerns and/or resolve potential problems before adults are required to get involved.
- Each student’s behavioral situation is unique and will be addressed in a manner that maintains a sense of dignity for the student, parents, faculty and local/greater community.
- Guidelines for student management are applicable in all school-related situations, including on and off-campus events and activities.
- VIS cannot be held responsible for the actions of its students in the greater community outside of regular school hours.
- Any student action during a school-sponsored activity off-campus harming the reputation of the school may result in school-related consequences.
- Parents and relevant staff will be informed about a student involved in a serious discipline issue in a timely manner.
- Confidentiality is expected when addressing disciplinary manners.

PBIS

Positive Behavioral Interventions and Supports (PBIS) is a system used to identify and support desired behaviors in the school setting. In grades Prek-12 desired behaviors are identified, directly taught, and reinforced with positive verbal communication. In grades Prek through grade 6 concrete immediate reinforcers (tickets) are earned by students for demonstrating positive behaviors throughout the school environment. These tickets can be used for individual and/or classroom rewards. See the link below for additional information on PBIS.

<https://www.pbisrewards.com/blog/what-is-pbis/>

Second Step

This program provides instruction in social and emotional learning with units on skills for learning empathy, emotion management, friendship skills, and problem solving. The program contains separate sets of lessons for use in KG2 through 8th grade. Teachers are encouraged to give children daily opportunities to practice its elements. Second Step also connects new skills to other areas in the curriculum (e.g., literacy, arts, dramatic arts) and provides a structure for each day of the week. Second Step lessons and accompanying photographs incorporate a variety of cultures, ethnicities, and backgrounds.

IX. HEALTH AND IMMUNIZATIONS

Health

The major purpose of the school health program is to maintain, improve, and promote the health of our students. To accomplish this, the school joins the parents and community personnel and agencies in a team effort. Parents have the primary responsibility for the health of their children.

Your child's health is important to us. We attempt to maintain a good healthy environment while your child is at school. Health education is a regular part of the curriculum: the care of teeth and skin, the need for proper foods and rest, self help for minor first aid problems, and disease prevention are some of the contents studied. You can help by encouraging your child to practice at home the good healthy habits he/she is learning at school. Vision and hearing screenings are done annually for applicable grades, and lice checks are done as needed. Daily outdoor recess (weather permitting) and regularly scheduled physical education classes are valuable factors in promoting healthy learning conditions. Children are expected to participate, and wear appropriate clothing for these activities.

Immunizations

Health and immunization records are maintained on every student. Parents are responsible to submit a health status update as they register their child for each school year and are required to notify the school health clinic of any significant changes in the student's health.

A standard immunization record is required for attendance. There may be occasions when immunizations will be available at school through the Ministry of Health. As per Ministry of Health regulations, the school may refuse to allow a child to attend school until their immunizations are up to date, unless a doctor's note is provided to explain why the child cannot be immunized.

Allergies

Students with severe allergies to foods or other environmental allergens must notify the School Nurse, Division Principal, and the classroom/homeroom teacher. For students whose allergies are severe enough to require an EpiPen (epinephrine injector), we require that 1-2 injectors be stored at school. They may be kept in the student's bag, in the classroom, or with the school nurse. The school provides training for all teachers and teaching assistants in administering an EpiPen correctly.

See the [Food Allergies section](#) in the Canteen policy as well as the [School/Classroom Events](#) section for additional information about the school's commitment to ensuring the health and safety of our students with food allergies.

Medication

NO MEDICATION SHALL BE ADMINISTERED WITHOUT EXPRESS WRITTEN PARENTAL PERMISSION AND A DOCTOR'S NOTE.

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

- Medication should be brought directly to the clinic by the parent/guardian, not the student. All medications, including cough drops, are to be stored in the Health Clinic.
- All medications must be brought to and kept in the Health Clinic. For children with severe allergies, Epipens are permitted to be in the classroom or carried by a child when at school, as long as the school has a note signed and dated by the parents.
- Non-prescription medications (cough meds, lozenges, itch cream, etc...) may be given only if the medications are in the original bottle with clear instructions from the parent/guardian as to how they are to be administered (dosage, time, etc.). They will not be accepted in baggies, envelopes, etc.
- A note, signed and dated by the parents, must accompany the medication.
- Prescription medication should be brought directly to the clinic by the parent/guardian, and **MUST** be in the original prescription bottle with the following:
 - student's name
 - medication name
 - correct dosage
 - time of medication
- All changes in prescription dosage must be accompanied by a newly labelled bottle or letter from the doctor indicating the changes.

Head Lice

As a general health practice students are regularly checked for head lice. Students suspected of having lice are discreetly sent to the school nurse for an inspection. If live lice are present, children will be sent home with a [Head Lice Slip](#). Parents will be notified by both a phone call and a letter that the child should be treated before returning to school. The child may return to school the following day, but the school nurse conducts a head check before students can be permitted back into class. If the child has not been treated, he/she is sent home and rechecked upon return by the nurse. If the child has siblings in another class, the siblings must also be checked.

Toilet Training

Please note that children must be fully toilet-trained for the first day of classes as this is a health and safety issue. We will remind children to go to the toilet frequently, but we are unable to assist them in the toilet beyond reminding them to clean themselves and wash their hands. Please ensure that children (PK-KG2) have a spare set of clothes in their bag each day, in case they need to change clothes.

If a child has more than three toilet accidents at school within a one week period, parents will be sent a "warning letter," in which they are given five school days to see improvement. If the child has more than

three accidents during this "warning" period, the school will need to schedule a meeting to discuss options regarding the child continuing to attend our school until toilet training is complete.

X. SAFETY AND EMERGENCIES

‘Security

In cooperation with the school’s contracted security personnel and the local Qatari Police and Civil Defense departments, we provide 24-hour security services to ensure that all people, buildings and grounds are kept safe and secure. In case of an emergency, the security guards have access to a telephone. All entrances, grounds, hallways and public spaces are monitored by CCTV. Footage from these cameras is maintained according to Ministry policy. All VIS staff wear their ID badges while on campus. This makes them easily identifiable to students and parents. All parents are issued with two family passes on yellow lanyards which must be worn at all times while at VIS. All visitors, including parents not wearing the school issued IDs, will be required upon arrival to sign in, leave their ID card with the security guard, and wear a visitor pass on green lanyard for the duration of the visit. This ensures that all VIS community members are easily identifiable and helps keep the school a safe environment.

Emergency Communications

Parents and staff are informed via SMS, email, or phone when emergencies or other important events arise.

Emergency Drills

The school has an Emergency Manual containing procedures for evacuation and emergencies. Emergency and evacuation drills are practiced on a regular basis. Safe exit signs and procedures are posted in each classroom and throughout the school. The school’s administration and faculty periodically review and update procedures to ensure our ability to effectively respond to emergencies.

Heat Index Red Flag Warnings

Some weather conditions may limit outdoor activity, for health reasons. The School Nurse, in consultation with the Director, will determine the time for appropriate restrictions, and communicate that to the community.

Two typical occasions for that are:

1. Heat: Depending on the temperature/humidity index, according to accuweather.com
 - a. When heat index reaches 38, teachers keep students in shaded areas
 - b. When heat index reaches 42, all outdoor activity is curtailed
2. Air Quality: When dust levels are too high, outdoor activity will be curtailed.

Child Protection Practices and Procedures VIS aims to be a community that shapes local leaders and global learners by developing leadership skills, increasing global awareness, and by celebrating the culture and traditions of Qatar. By respecting and working in partnership with students, parents, caregivers and other local agencies; we believe these partnerships are essential in promoting children’s safety and well being.

At VIS, any Child Protection concerns are dealt with seriously. VIS believes that all students have a right to a safe and healthy school environment and that the school and community have an obligation to promote mutual respect, tolerance, and acceptance. VIS will not tolerate behavior that infringes on the safety or wellbeing of any student. Concerns are reported using the “A Concern for a Student’s Safety and Well Being” form (CSSWB). All concerns are documented and reviewed by the divisional Child Protection Officers.

XI. SCHOOL FACILITIES

Library

Our [School Library](#) is open Sunday through Thursday from 7:00 a.m. - 2:45 p.m. In keeping with our separate gender school policy, there is a separate Boys' and Girls' side of the Library. Our Collection has over 27,000 volumes and includes Fiction, Nonfiction, Picture Books, Arabic Language Stories, Biographies, Reference Collection, Early Readers, and Professional Resources for faculty. Additionally, we have a separate *Kindy Library* for our EC Program. As our school grows in size and scope, so will the Library. The Library is staffed by a certified Teacher-Librarian supported by a Library Assistant. **The school uses Follett Destiny as our Library Online Management System, so searching the school's Library Collection can easily be done via any computer or device by accessing the user-friendly database using this [link](#).**

The goal of our Library Program supports nurturing literacy development, critical thinking, research skills, and a love for reading. There is a curriculum to support the development of learning outcomes. The Librarian meets weekly with Early Childhood and Elementary Grade Students, provides support for Middle School Students, and serves as a resource for teachers. The library is also available for all grades to schedule additional time for research and related activities.

XII. COMMUNICATION RESOURCES

Parent Communication

Communication with parents is regular via letters, newsletters, permission forms, SMS, email, and the telephone as needed. We encourage parents to use their secure PlusPortals online access to follow their children's activities, and to correspond with teachers. Some teachers may use other online methods such as ClassDojo to communicate certain aspects of classroom activities.

Change of Contact Information

Please contact the school to make the necessary changes to your home address, email addresses, or telephone numbers, so that the school can reliably communicate with you.

Channels of Communication

Parents are encouraged to communicate with their children's teachers on a regular basis to support student learning, and to contact the school when they have general questions or concerns. The following guidelines will help parents get accurate information as quickly as possible.

Parent Concerns

- Questions about your child's learning should first be directed to the child's teacher. Please work with your child's teacher to get the desired information or resolution to a concern. Many concerns are the result of a misunderstanding or miscommunication and can usually be resolved with a conversation between teacher and parent.
- If the concern cannot be resolved with the teacher, then the parent contacts the division principal's administrative assistant to schedule an appointment with the principal.

- If the concern cannot be resolved, the division principal and parent relations manager will communicate and may request an additional meeting with the parent in order to ensure that all factors have been considered.
- In the event the matter still has not been resolved, then the School Director will intervene to facilitate a resolution.
- Parents can use the [link](#) to communicate a concern with the Administration of Vision International School. Once received, it will be forwarded to the appropriate staff and reviewed by the Academic Council, which is the Senior Administration at the school.

School Attendance/Transportation/General Inquiries

- These questions should be directed to the Reception Desk in the main lobby. Phone numbers are:
 - Main Office/Reception: +974 4036.4000
 - Parent Relations: +974 4036.4016
 - Admissions: +974 4036.4020

Messages to Students

Teachers communicate with students and parents electronically via PlusPortals and Google's G-Suite for Education. This may include websites, email, shared documents, and online portals.

XIII - TECHNOLOGY

Technology Acceptable Use Policy (AUP)

VIS students have access to iPads and MacBooks for school purposes. All borrowers are responsible for reasonable care of the equipment, and will be held responsible for repairs due to negligence or intentional damage. All devices on campus are subject to inspection by the ICT staff at any time. During inspection the ICT department reserves the right to insist that any software that is detrimental to learning be removed. This includes the use of VPNs. VPNs are not allowed to be installed on personal devices that are being used at school. Other technologies used within VIS are Interactive Whiteboards (e.g., Promethean Boards), Apple TVs, scanners, and cameras. Students may bring their own assistive technologies, as approved.

VIS promotes a BYOM (bring your own Macbook) program in the MS and HS. This builds responsibility, promotes a 1:1 environment throughout the MS and HS and prepares our students for post-secondary education.

[BYOM Letter to Parents in English](#)

[BYOM letter to parents in Arabic](#)

21st Century technologies are a very important part of our lives but can be misused. At VIS we strive to create an inviting and safe learning environment. In order to ensure that everyone has a clear understanding of appropriate use, please read the [VIS Acceptable Use Policy and Network Agreement](#).

VIS Email for Students

All students are given access to official VIS email accounts. These email accounts are for use by the VIS community only and can be monitored by the school administration.

PlusPortals for Parents

VIS has an interactive website for parents and students called [PlusPortals/VIS](#). Please access this for information related to your child's academic performance and attendance.

XIV - GENERAL INFORMATION

Awards and Assemblies

At the end of each semester, VIS holds an awards assembly for the purpose of recognizing students who, in their division, have excelled in the following categories for their grade level from Grades 2-12:

- **Academic**
 - Gold Award - Highest Overall grade
 - Silver Award - 2nd Highest Overall grade
 - Bronze Award - 3rd Highest Overall grade
- **Learning Results** - awards presented to the student who best exemplifies these characteristics.
 - 21st Century Learner
 - Local Leader
 - Global Learner
 - Creative Learner
- **Vision Pride Award** - awards presented to the student who best exemplifies these characteristics.
 - Safe, Respectful, Kind, Responsible
- Character Award (as nominated by their classmates)
- Perfect Attendance
- Most Improved

Whenever possible parents will be contacted in advance and invited to attend these awards assemblies.

Calendar

The [VIS School Calendar](#) provides you with all major holidays and significant school events. It is also available on the school's website. The school ensures that the calendar is kept up to date. The school website calendar is regularly updated with more detailed information about your child's specific events and the best place to visit to ensure your family is up to date with our current events and scheduled activities.

Cancellation of School

In the event school is cancelled the school will inform families in as timely a manner as possible via an SMS phone text and email message.

Cell Phone Policy

Students are not allowed to have cell phones or bluetooth devices visible (from the moment they step from their drop-off vehicle) throughout school hours. High School students grades 9-12 are allowed cell phones only at lunch time, not during passing times or class time. To be clear, cell phones must be out of sight for the entire day except for lunch time. All students in (PreK-grade 8) are NOT allowed cellphones in school at all.

Consequences of Using Cell Phone

On the first violation students will have their cell phone taken away until the end of the day. The second violation will result in the phone being held by the principal until the parent picks it up (no nannies, drivers, or older siblings). The third violation will result in the phone being held by the principal until the parents come to school to meet with the principal.

Dress Code

VIS requires students to wear the school uniform. However, uniforms do not have to be purchased from the official school supplier. The uniform colors are white dress or yellow polo shirts with blue pants, dresses or skirts. Blue or navy blue cardigans, sweaters, or sweater vests can be worn in the cooler months. The PE uniform is a yellow and blue athletic shirt with blue athletic pants or shorts.

All school uniform clothing is expected to be labeled using a permanent marker with the child's full name and class on the small tag located on the inside of the clothing.

Students are expected to wear the designated PE uniform on days they have Physical Education class. The PE uniform may be worn during the regular school day as well as on non-PE days. On swimming days (for students in grades 4-11), students must bring a swimsuit and towel and wear a swimming cap. During colder months, students are expected to wear sweaters or jackets in the official school uniform colors. Non-school outerwear such as sweaters, hoodies, sweatshirts, jackets, etc. are not permitted to be worn to school.

Footwear is an important safety consideration. Students must wear shoes that fully cover the toes. Students are not allowed to wear sandals to school except on spirit days. A medical note must be provided if a student needs to wear open shoes for medical reasons. Students must wear athletic shoes for PE class, but no cleats are allowed. Dress code violations will be addressed within the student management program's set of progressive consequences.

Senior boys and girls have senior privilege and are allowed to wear black pants and the senior sweatshirt (if so desired) and/or they can wear Qatar traditional dress (including sandals).

If you wish to purchase from the official school supplier, Edumax, they have a variety of uniform options. Additional information about our dress code can also be found www.vis.qa/uniforms. It is not required that uniforms be purchased through Edumax.

Field Trips

Field trips are an important component of our school's curriculum for students in all grades. Students can participate in field trips only if a parent-signed permission form is submitted by the deadline stated in the form. **Verbal parental approval will not be honored.** Field trips are approved by the administration and coordinated and supervised by teachers and teacher assistants. Some field trips are paid for by the school, while some require payment by the parent (as noted on the field trip permission form).

Fundraising

During the course of the school year special fundraising projects may be sponsored by the Student Council, grade levels/classes, or by the school. All fundraising projects are reviewed before being approved by the school administration, and receive approval from the Ministry of Education. Collection and distribution of money to a specific organization requires final oversight by the school's finance department.

Homework

Homework guidelines will be developmentally appropriate for the age group. This information will be forwarded to parents during the first week of school. All children are encouraged to read books at home regularly to develop a passion for reading as lifelong learners.

Lost and Found

Please help to teach your children to be responsible for their personal belongings at school. One of the best ways to ensure your child does not lose his/her personal goods (including uniform clothing) is to write your child's full name with a permanent marker. If your child claims that he/she lost something at school, please contact the school's reception desk, as all lost items are delivered there. If the missing item doesn't show up at reception, there is a good chance that it may be in your child's classroom. During conference days, all Lost and Found items will be displayed in the main lobby area for identification and pick-up. All items not claimed will be periodically donated to a charitable organization or disposed of, depending on the condition of the item.

Ramadan

During the Holy Month of Ramadan, the school day will end earlier -- parents will be informed of the revised dismissal time in advance. Due to a shortened school day, our academic daily schedule will be modified to ensure students have the benefit of ongoing learning in all of their subject areas. The Ministry of Education expects that students will attend school during Ramadan and any absences will be treated in the same manner as is customary throughout the entire school year.

Designated areas for non-Muslims will be provided for them to eat during snack and lunch time. Muslim students wishing to pray may proceed to designated prayer rooms which will be supervised by members of staff. Non-fasting adults and students are encouraged to be ever mindful of what and where they eat and the manner in which they carry food. The two canteens will continue to be in service during Ramadan -- doors will be covered accordingly.

School & Classroom Events

The school may hold assemblies and/or celebrations at various times throughout the school year. Assemblies featuring our students in music performances, special guest appearances, celebration and/or recognition of Qatar National Days and other international days (as represented by our student body), are some examples of our school events. Other events such as "Field Days," individual student birthdays and approved Student Council sponsored events help to create a sense of community and celebration. All school-wide and division level events (EC, Elementary, Middle or High School) are communicated through the Principals' or Director's newsletters. Classroom events are communicated via individual teacher emails/websites, SMS, or flyers sent home with students.

- Assemblies: Parents are welcome to attend the majority of our assemblies.
- Special Events: The school has many special events to celebrate local holidays, student learning, and our international student body.
- Classroom Parties: Classes and/or grade levels may hold parties subsequent to approval by the school's administration. Class parties are most commonly held to celebrate the accomplishment of a goal or project completion. *Nuts should not be brought to classroom celebrations due to the risk to the health and safety of our food-allergic students.* Please refer to the linked sections for more information on food allergies at VIS: [Allergies](#) and [Snack/Food Policy](#).
- Birthday Parties/Snacks: Birthday parties are only allowed in PK-Grade 2. These do not require

administrative approval but the following guidelines must be followed:

- ✓ Parents must coordinate a classroom birthday celebration with the teacher by providing the teacher with advance notice (at least one week). This will take place at 12:00 before dismissal.
- ✓ Students may wear party clothes to school on their birthdays.
- ✓ The parents must respect the teacher's responsibility as the person in charge of the learning environment. Birthday party celebrations are to be scheduled during the last period of the day to minimize the disruption of instructional time and impact on student learning. Grades 1 and 2 celebrate all birthdays on the last Thursday of the month.
- ✓ Birthday snacks are limited to one cupcake or slice of cake per student. Other healthy food items, such as fruits or veggies, can be brought if agreed upon in advance.
- ✓ **Cakes must be nut-free. Decorations and balloons are not allowed, but you may bring party bags as long as they are not filled with RED foods.**
- ✓ For children with food allergies, the classroom teacher will notify the parents as soon as the party is scheduled so that parents can provide an allergy-safe cupcake or treat for their child.
- ✓ Birthday invitations for parties outside of school must be distributed to the entire class. If the invitations are not for all students, then NONE of the invitations will be distributed. As a school community, ALL or none of the students are invited.

School Day

The "learning day" at VIS begins at 7:15 a.m. All students are expected to be in class ready for school at 7:15 a.m. The school day ends at 12:15 p.m. for our Early Childhood (EC) program. Dismissal for Elementary, Middle, and High School students is at 2:15 p.m. Timings will change during the Holy Month of Ramadan. Each Thursday, ALL STUDENTS dismiss at 11:30 a.m. so that the professional staff can engage in professional development, accreditation planning, curriculum review and committee meetings.

School Visitors

While visitors are most welcome at school, their presence in the classroom must be controlled and limited for the simple reason of protecting instructional time during the school day. Visitors, including parents, should receive prior permission from the student's division principal prior to entering the academic portion of the school. All visitors must report directly to the reception desk in the main lobby upon entering the school. Timings will change during the Holy Month of Ramadan

Vision International School Parent Association (VISPA)

The Vision International School Parent Association, also known as VISPA, is the structure through which parents in a school can work together for the best possible education for their children. The Parent Association, is co-chaired by two parent representatives and normally meets once (or more) per month. VISPA works with the teachers, principal, and management to build effective partnerships between home and school. This Association can be extremely helpful when sharing ideas for enhancing the educational experience of our students as well as topics and times for parent related events such as coffee mornings/afternoons, curriculum evenings, and more. If any or all of this interests you, please plan to attend VISPA meetings which will be announced in school newsletters. Should you wish to share any ideas or suggest future topics for discussion, please contact our Parent Relations Coordinator, Ms. Mervat Ahmed at mervat.ahmed@vis.qa

Volunteers

VIS appreciates and encourages parents to volunteer at school. For volunteering opportunities, please contact the Parent Relations and Marketing Manager, Ms. Mervat Ahmed at mervat.ahmed@vis.qa, for additional information.

Withdrawal from School

Parents are required to inform the school, during the re-enrollment process for the next year, of their intent to withdraw their child/ren. If withdrawal occurs earlier during the school year, written notification of intent to withdraw a student must be submitted to the Admissions Office at least two weeks prior to the date of withdrawal. Once notified, we will inform all applicable administrative and office staff of the departing student and expected departure date. Parents will be required to complete an official withdrawal form.

Exit or transfer documents are prepared for students permanently leaving VIS within 7 days of receiving the completed withdrawal notification. These documents will include past school records such as a student's report cards and standardized test scores. Exit/transfer documents will not be released until the student has completed the checkout process and has returned all textbooks/workbooks, library books, and other materials belonging to the school. All tuition fees, plus any fees for lost or damaged textbooks and library materials, must be paid in full before exit documents are issued to the parents, or before the student is transferred within the Ministry of Education system.

VISION INTERNATIONAL School + Parent + STUDENT Agreement

Mission Statement

Vision International School provides an inclusive American curriculum in a separate gender setting that prepares students for an ever-changing world. Through authentic, collaborative problem-solving and independent learning, our students develop a growth mindset and positively impact their communities. We celebrate diversity, foster creativity, and expression, and instill ethics, empathy, and compassion.

This original agreement, signed by all parties will be stored in the offices of the division principals.

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

THE SCHOOL WILL:

- Ensure that our teaching is stimulating and challenging.
- Maintain a high standard of education with a broad and balanced curriculum.
- Care for each child's emotional, social, well-being and physical safety.
- Endeavor to challenge and meet the individual needs of all students, to achieve their full potential.
- Monitor and report students' progress and effort throughout each academic year.
- Meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support him/her in areas for development.
- Contact Parents/Guardians if there are concerns or celebrations regarding attendance, punctuality, progress, homework, behavior, bus conduct, etc.
- Provide information to parents about school policies, news and activities through regular newsletters, open days, meetings and opportunities to become involved in school life.
- Address any inquiries by the end of the next work day.

AS PARENTS, WE WILL:

- Ensure that our children arrive at school on time and are picked up on time each day.
- Contact the school if my child will be absent.
- Support our children's academic and social development by following their progress at school, discussing what they are learning, and monitoring any homework as per policy.
- Support learning outside of school and model a positive attitude towards school and learning.
- Attend Parent/Teacher Conference Events to discuss progress and effort.
- Stay informed of all news, policies and systems in school.
- Support the school's policies regarding uniform, healthy eating and birthdays, homework, technological devices care and use, behavior, and transport.
- Ensure that school fees are paid on time.
- Encourage a positive attitude towards school and raise any concerns in a constructive and non-aggressive manner.
- Inform the school of any changes in my child's medical condition such as allergies, illnesses, or any diagnosis.

AS A STUDENT, I WILL:

- Have excellent school attendance and arrive on time for learning each day.
- Arrive at school prepared for learning with all of the materials and supplies needed.
- Complete my classwork and homework to the best of my ability.
- Share what I am learning with my parents at home and discuss any concerns.
- Follow the school's behavior policy and transport policy.
- Be willing to learn about and respect other people's cultures, beliefs, customs, festivals, traditions and feelings.
- Strive to use technology appropriately for learning, as guided by the school.
- Speak to a trusted adult if I am worried, unhappy or in trouble for any reason.
- Follow all of the rules related to student conduct, including the use of cell phones and care for computers, iPads and other school owned devices.
- Leave all personal valuables at home.
- Help our school to be outstanding in all that we do.
- Speak in English with adults in the building, including administrative assistants, receptionists and other school personnel (with the exception of Arabic teachers).

Student Name (printed): _____

Date: _____

Student Signature: _____

Parent/Guardian Name (printed): _____

Date: _____

Parent/Guardian Signature: _____

Teacher/VIS representative Name (printed): _____

Date: _____

Teacher/VIS representative Signature: _____