



HAY AL SHAROOQ INTERNATIONAL SCHOOL
Owned and operated by Oman LNG

**HAY AL SHAROOQ
INTERNATIONAL SCHOOL
PARENT HANDBOOK
2017-2018**

Table of Contents

1. Welcome	4
2. Vision – Mission – Philosophy – Goals	4
3. School Governance	5
4. School Leadership	5
5. Accreditation	5
6. School Structure	6
7. Gender Separation	6
8. Academic Calendar	6
9. School Timings	7
10. Curriculum Framework	8
11. Kindergarten (KG) and Primary Curriculum	8
12. Kindergarten (KG) Program	8
13. Junior School Program (Grade 1 to Grade 4)	9
14. Middle School Program (Grade 5 to Grade 8)	9
15. High School Program (Grade 9 to Grade 10)	9
16. High School Program (Grade 11 to Grade 12)	10
17. Student Assessment	10
18. School Wide Grading Scale (Grade 5 to Grade 12)	12
19. Effort Grades	13
20. Aptitude Grades	13
21. Reporting	14
22. Parent Teacher Conferences	14
23. The HASIS Reward System.....	14
24. Annual Awards	15
25. Homework Expectations And Guidelines.....	15
26. Student Discipline	16
27. Consequences For Unacceptable Behavior	17
28. Searches	18
29. Mobile Phones and Other Electronic Devices	18
30. Dress Code	18
31. Student Uniform	18
32. Student Council	19
33. Student Attendance	20
34. Unstructured Time	21
35. Tardiness	21
36. Dismissal	21
37. School Counseling	21
38. Parent Teacher Association (PTA)	21
39. School Procedures	23

40. Admission to HASIS	23
41. Change of Circumstances	24
42. Payment of School Fees	24
43. Withdrawal	24
44. Communication	24
45. Visiting the School	25
46. Medication at School	25
47. Sickness Policy	26
48. Common Cold Policy	27
49. Gifts to Staff	27
50. Student Records	27
51. Requests for Documents	27
52. School Food Service	27
53. Nut-Free Policy	27
54. School Buses	27
55. Bicycles at School	27
56. Student Drop-Off & Pick-Up Procedures	28
57. Library Use	28
58. Lost and Found	28
59. Money, Valuable Articles And Toys	28
60. After School Activities (ASA)	28
61. Birthdays	29
62. Driving a Vehicle on School Property	29
63. Dismissal at the End of The School Day	29

WELCOME

At Hay Al Sharooq International School (HASIS), we aim to open the doors to the world of learning for our students and provide guidelines for exploration and discovery. We also pledge that in order for our school to be successful, it must also be a happy as well as a demanding community. We understand that for children to want to acquire the relevant knowledge and remain lifelong learners, they must first be captured by the exhilaration and challenges of learning. We believe that the best way to build knowledge and understanding is to provide children with a healthy balance between creative and analytic work. We are also convinced that education is a moral endeavor and that a school should model and convey a set of basic human values and principles, ultimately striving to celebrate what is excellent in human nature and recognizing the worth and dignity of all persons. Finally, we believe that your children benefit from a positive and effective working relationship between family and school.

At HASIS, we have assembled a faculty distinguished by its talent, experience, and commitment to the education of our young people. We take great pride in our teachers' ability to inspire exploration and delight in the successful discoveries our students accomplish.

VISION, MISSION, VALUES, PHILOSOPHY & GOALS

Vision

By 2020, HASIS will be recognized as a leading international school in Oman with excellent facilities and dedicated faculty, focused on student learning and wellbeing.

Mission

To provide a holistic and challenging academic program which encourages our students to become lifelong learners, striving for excellence within a safe learning environment, so that they may become global citizens engaged in sustaining their heritage, community and environment.

Values

We instill in all students empathy, open mindedness, honesty, and respect for themselves and others.

Philosophy

HASIS provides the opportunity to acquire an excellent education through diverse and in-depth learning experiences. Education is an on-going process and we encourage students to embrace the ever-changing global challenges of the future. Recognizing that not all learning takes place in the classroom, we offer a program of extra-curricular activities where students can further develop individual potentials, leadership skills and self-esteem. We stress not only the development of the individual but also the importance of teamwork and living meaningfully and effectively in a larger world society.

Goals

- Provide quality education following a curriculum that prepares students for successful transition into society as university entrants or other industrious members of a productive future.
- Promote open-mindedness, tolerance for multiple perspectives and knowledge of the Omani culture.
- Stress high expectations for personal achievement where students can fully develop their innate potential.
- Develop higher-level cognitive skills, strategic thinking in the use of these skills, rich content of knowledge, deep understanding of concepts, and an effective use of technology.
- Emphasize cooperative learning and teaching across the curriculum.
- Provide educational guidance and direction to foster healthy social development by emphasizing:
 - a holistic perspective encompassing the physical, cognitive, emotional, and ethical growth and development of all.

- the importance of personal integrity, self-evaluation, individual responsibility for attitude, behavior, and lifelong learning.
- family and community responsibility while maintaining respect for the dignity and worth of every individual.
- a commitment to compassionate and non-violent means of conflict resolution in all personal relationships.
- a pro-active stance towards environmental issues and the sustainable use of natural resources.
- the relative importance of competition and value of fair play.

SCHOOL GOVERNANCE

Hay Al Sharooq International School (HASIS) is owned and managed by Oman LNG LLC. Governance of HASIS is the responsibility of the HASIS Board of Trustees, of which the Principal is a non-voting member. The role of the HASIS Board of Trustees is to set policies, agree on strategies and endorse standards and practices that ensure safe, secure and caring learning environments for all the children in which they can realize their full potential. The HASIS Board of Trustees is also charged with ensuring effective and efficient management of the School through:

- Establishing and ensuring an administrative structure that provides the means for excellence in education for the children.
- Working collaboratively with the Principal and the Parents Teachers Associations (PTA) to develop a shared vision for the School.
- Guidance by the Principal in adopting and endorsing academic standards based on high and realistic expectations and quality.
- Receiving and reviewing regular reports from the Principal on academic performance and improvements.

SCHOOL LEADERSHIP

The Principal is directly responsible for all the day-to-day operations of HASIS, staff recruitment and training, and future strategic planning of the school. The School Administration Team consists of:

- the Principal;
- the Assistant Principal for Arabic;
- the Assistant Principal for Secondary;
- the Assistant Principal for Kindergarten & Primary;
- the Head Counselor;
- the Head of Finances and Estates.

Supporting the School Administration Team are several subject area Coordinators.

ACCREDITATION

- HASIS is accredited and authorised by the Omani Ministry of Education.
- HASIS is an authorized SAT Examinations Centre.
- HASIS is an authorized Cambridge International Examinations Centre.
- HASIS is a Council of International Schools (CIS) accredited school.

SCHOOL STRUCTURE

The school is structured in the following sections:

- *Primary School*
 - Kindergarten (KG1 & KG2)
 - Junior School (Grade 1 to Grade 4)
- *Secondary School*
 - Middle School (Grade 5 to Grade 8)
 - High School (Grade 9 to Grade 12)

GENDER SEPARATION

Classes are separated by gender as per Omani Ministry of Education regulations, presently Grade 5 and above. Grade cohorts with 25 students or more are separated by gender when staffing availability exists. Classes with less than 25 students continue to be gender mixed and the groups continue to sit separated in classrooms. The teaching staff is gender mixed, meaning that female teachers teach classes of male students and male teachers teach classes of female students. The regular daily bus transportation to and from school is gender mixed however genders sit in separate sections of the bus. The bus transportation on field trips is also gender mixed. However, one gender sits in the front and the other in the back of the bus unless the number of participants warrants the use of two buses, in which case, boys and girls will ride in different buses. Physical Education is gender separated in Grade 4 and above. The School's swimming program is gender separated. Common facilities (outdoor canteen, play area, assembly area, special events and gatherings, etc.) are mixed but students stand/sit separated by gender.

ACADEMIC CALENDAR

The academic year is divided in to two semesters and will usually start in August and finish in June the following year.

SCHOOL TIMINGS

Kindergarten 1 (KG1)

Arrival	07:50 – 08:30
Activities	08:30 – 09:50
Break	09:50 – 10:30
Activities	10:30 – 12:15
Dismissal	12:20

Kindergarten 2 (KG2)

Arrival	07:50 – 08:30
Activities	08:30 – 09:45
Break	09:45 – 10:25
Activities	10:25 – 12:15
Break	12:15 – 12:40
Activities	12:40 – 14:00
Dismissal	14:00

Grade1 – Grade 12 (G1-G12)

Arrival	06:30 – 07:25
Assembly	07:25 – 07:35
Homeroom	07:35 – 07:45
Period 1	07:45 – 08:30
Period 2	08:30 – 09:15
Period 3	09:15 – 10:00
Break	10:00 – 10:25
Period 4	10:25 – 11:10
Period 5	11:10 – 11:55
Period 6	11:55 – 12:40
Break	12:40 – 12:55
Period 7	12:55 – 13:40
Period 8	13:40 – 14:20
Dismissal	14:20
After School Activities (ASA) (Monday/Wednesday)	14:20 – 15:10
ASA Dismissal	15:10

CURRICULUM FRAMEWORK

HASIS is a bilingual school where all lessons (except additional languages) are delivered in Arabic or English as follows:

Classes where the instruction is delivered in *Arabic*:

- Arabic Language, Arts, Islamic Studies & Social Studies

Classes where the instruction is delivered in *English*:

- Grade 1 to Grade 12: English, Mathematics, Science, Information and Communications Technology (ICT)
- Grade 9 to Grade 12: English, Mathematics, ICT, Chemistry, Biology, Physics, Business Studies, Travel and Tourism, Geography, Environmental Management

Non-Muslim and non-Arabic speaking students will be offered alternative subjects such as Arabic Second Language, Social Studies, STEM and English Literature.

KINDERGARTEN (KG) AND PRIMARY CURRICULUM

The KG and Primary classes (KG1 to Grade 4) are form-based with specialist teachers in Library, Music and Physical Education (PE). Every week the children will visit the library to borrow books and for story telling sessions. Information and Communications Technology (ICT) is introduced as early as Grade 1 and the ICT teacher and class teachers oversee the instruction at that level. Art is taught by the class teacher in Kindergarten and by a specialist teacher from Grade 1 and above.

KINDERGARTEN (KG) PROGRAM

Our Kindergarten Program is a half-day program in KG1 and a full day program in KG2. The Kindergarten Program is a child-centered program in which the individual needs, abilities, and interests of the child are met. Our curriculum does not concentrate solely on academic achievements, but also on the physical, emotional and social development needs of children of this age. The Kindergarten section supports a program that includes:

- Activities to help the child develop independence, concentration, confidence and self esteem
- Activities to help refine the child's fine and gross motor skills
- Activities to help refine the child's senses
- Phonics to develop literacy and the basics of reading and writing skills
- Mathematical concepts taught using a hands-on approach
- Inquiry based learning to develop knowledge and awareness of the world around them
- Art, Music, Drama, Speech and Physical Education (PE) to develop the whole child

The areas of development are:

Social/Emotional Development

A great deal of emphasis is placed on learning about ourselves, our likes and dislikes, our similarities and differences and where we are. All this helps to give the children confidence and pride in themselves. Being responsible for themselves is strongly emphasized with the children in Kindergarten. Knowing what is expected of them, the drive to do it, and accepting consequences when it is not done is a skill that will help them in the years ahead. In addition to the above, one of the most important components is developing social interaction skills by playing with friends, making new friends, learning to share the toys and equipment, and treating others fairly. Children must learn that to have a friend you must be a friend first.

Physical Development

Most large motor skills are in place by the time they enter Kindergarten, our emphasis is on the small motor skills.

Cognitive Skills

The academic focus of Kindergarten is to prepare the children for the first grade. This includes a solid knowledge and understanding of the letter-sound relationships, which is a basis for reading. In math, an understanding of numbers and their relationships with each other is a basis for many math skills ahead. The ability to recognize shapes, sizes, patterns, colors, opposites and directional words are all introduced at this level.

Language Skills

This is the foundation for all the other work. The children need to learn the verbal skills to listen, ask question, respond to questions asked of them, and think about what might happen and why. They will also begin the process of writing in Kindergarten.

JUNIOR SCHOOL PROGRAM (GRADE 1 TO GRADE 4)

The *CIE Cambridge International Primary Program (CIPP)* for English, Mathematics and Science provides the framework for the HASIS Primary School curriculum (Grade 1 to Grade 4), which is in addition to the curriculum from the Omani Ministry of Education for all Arabic subjects. The HASIS Primary School curriculum is based on the best local and international practices where communication skills, confidence building and understanding of the global environment and its challenges are emphasized. To learn more about CIE/CIPP, please refer to: <http://www.cie.org.uk/qualifications/academic/primary/cambridgeprimary>

MIDDLE SCHOOL PROGRAM (GRADE 5 TO GRADE 8)

The HASIS Middle School curriculum is based on the best local and international practices where communication skills, confidence building and understanding of the global environment and its challenges are emphasized.

The *CIE Cambridge Lower Secondary Program (CLSP)* for English, Mathematics and Science provides the framework for the Middle School curriculum, which is in addition to the curriculum from the Omani Ministry of Education for all Arabic subjects. The CLSP ensures that students harness their full potential and effectively apply knowledge, skills and abilities in each subject as well as offering externally international standardized assessments (ISA) of achievement through ACER. The *Cambridge Checkpoint* exam is sat by Grade 8 students. To learn more about CIE/CLSP, please refer to:

<http://www.cie.org.uk/qualifications/academic/lowersec/lsp>

HIGH SCHOOL PROGRAM (GRADE 9 TO GRADE 10)

Subject curricula in Grade 9 and Grade 10 lead to CIE IGCSE examinations at the end of Grade 10. The International General Certificate of Secondary Education (IGCSE) is the world's most popular international qualification for 14–16 year olds. It develops successful students, giving them excellent preparation for their next steps in education, and equips them with skills for immediate employment. The Cambridge IGCSE is recognized by universities and employers worldwide. The Cambridge IGCSE is an internationally based curriculum, allowing teaching to be placed in a localized context, making it relevant in different regions. It is also suitable for students whose first language may not be English and this is acknowledged throughout the examination process.

To seek more information about the Cambridge IGCSE, please refer to www.cie.org.uk

The following IGCSE subjects are considered core requirements English, Mathematics, the 3 Sciences, ICT, Arabic Muslim Students will typically take seven IGCSE subjects, together with school-based courses in Islamic Studies and Social Studies is examined by the Omani Ministry of Education. Expatriate Students will be enrolled in two other IGCSE subjects instead of IGCSE Arabic First Language, Arabic Social Studies and Islamic Studies. They will receive Arabic Second Language lessons, which are assessed internally.

In semester 2 students in Grade 8 will be given an opportunity to select the courses they wish to pursue in Grade 9. HASIS does not recommend students “drop” course once instruction has officially started in Grade 9.

Some students will be selected for English First Language. This is a challenging program and students need to have a high level of competency in spoken and written English.

Typically, students in Grade 9 and Grade 10 will study the core required subjects described above and one option such as Art and Design, Business Studies, Travel and Tourism

The two additional IGCSE subjects Geography and Environmental Management are currently offered for expatriate students.

HIGH SCHOOL PROGRAM (GRADE 11 TO GRADE 12)

Grade 11 and Grade 12 students pursue two years of higher level studies, the General Education Diploma (GED), a program overseen by the Omani Ministry of Education, which provides guidelines, curriculum information, and eventual adjustments. The GED program of study provides students with a range of rigorous and demanding subjects, ultimately enabling them to graduate with a High School Diploma, fully endorsed by the Omani Ministry of Education, and apply and pursue tertiary level education in Oman or abroad. It should be noted that TOEFL or IELTS may be required for worldwide university entry purposes.

Course Structure and Certification

The courses are internally assessed throughout Grade 11 and Grade 12. However, in Grade 12, Omani Ministry of Education external exams are held at the end of Semester 1 and 2.

STUDENT ASSESSMENT

The promotion and retention of students from Grades 4 to 12

To be promoted to the next grade, students must achieve an overall passing grade. If a student fails three subjects or more at the end of the academic year, the student will not be allowed to sit make- up exams and he/she must repeat the year.

If a student fails less than three subjects, he/she will be allowed to sit the make-up exams at the end of Semester 2. A passing mark on each make-up exam covering the concepts taught during the entire academic year is required for passing the year.

If a student does not attend the make-up exam(s) in August or does not achieve a passing score, he/she will automatically repeat the year or be requested to transfer at the discretion of the Principal. Retentions usually occur at the end of the academic year because students have failed to demonstrate subject competency for lack of interest, effort, and work in general.

If retention appears to be a possibility after the first semester’s report card, parents will be notified and a conference will be arranged before the decision by HASIS is finalized. The School Administration reserves the right to retain a student who has been excessively absent from school.

Grade 1 to Grade 4

Term marks for all subjects are worth 80% of the final grade and the exam marks are worth 20%, with the exception of Music, Art, STEM and Physical Education for which there are no examinations. Yearly averages are obtained by averaging the term marks.

Grade 5 to Grade 11

Term grades for all subjects are worth 60% of the final grade and the exam grades are worth 40%, with the exception of Music, Art, STEM, English Literature, English Social Studies, Arabic Second Language through class work and Physical Education for which there are no examinations, they will be assessed on their class work . Yearly averages are obtained by averaging the term marks.

Grade 10

The Ministry of Education requires students to pass four or more subjects with a grade G or higher in order to progress to grade 11. Arabic Muslim students must also pass the following subjects Islamic, Social Studies.

Grade 12

As per MOE requirements. The core subjects at HASIS are:

- Arabic
- Islamic Studies
- English
- Mathematics
- Science and all related courses (Biology, Physics, Chemistry, etc.)
- Social Studies
- ICT
- Business Studies

Short and Long Term Project

Students will be given specific assignments as short or long term projects, which will be graded according to the time and level of difficulty (use of rubrics is recommended). They must always be relevant to the instruction given and teachers must communicate the dates of the projects they assign to their students so as to avoid overlap of work.

Test

A written test is usually conducted at the end of a unit of study with sufficient prior notice. Tests may include oral sections as well. Teachers must ensure that each student records details and date(s) in their Contact Books. If a student is absent on the testing day, he/she will write the test as soon as possible after their return to school provided they have a written excuse regarding their absence. Without a written excuse, students will not be allowed to sit the test and will be awarded a 'zero' grade.

Semester Exams

Exams are usually a teacher-produced series of questions based on a longer period of instructional time (term or semester) which aims at verifying the amount of skills and knowledge acquired by the students at the conclusion of that particular section of the academic year.

Quiz

A quiz is a quick test, which takes no more than a few minutes and is given at the beginning or end of the lesson. It is not announced in advance and can be a follow up to a specific lesson or homework assignment.

Distribution of grades for all core subjects

Type of assessment	Grade 1 to Grade 4	Grade 5 to Grade 12
Class work, homework, quizzes, tests, projects, research, participation, extra-credit work	80% of final grade	60% of final grade
Final exams	20% of final grade	40% of final grade

SCHOOL WIDE GRADING SCALE (GRADE 5 TO GRADE 12)

Letter Grades	Corresponding Percentages	Description of Competency
A ⁺	97-100	Indicates superior work.
A	94-96	
A ⁻	90-93	
B ⁺	87-89	Indicates above average work.
B	84-86	
B ⁻	80-83	
C ⁺	77-79	Indicates average work.
C	74-76	
C ⁻	70-73	
D ⁺	67-69	Below average work but passing grades.
D	64-66	
D ⁻	60-63	
E ⁺	57-59	While these are passing grades, they are indicative of a minimum achievement.
E	53-56	
E ⁻	50-52	
F	0-49	Failing marks. No credit is given. Requirements are not met.

EFFORT GRADES (KINDERGARTEN TO GRADE 4)

Effort grades provide a snapshot of how your child's teachers assess the effort they are putting into each subject on a numerical scale from 1 (excellent) to 5 (unsatisfactory). A list of descriptors pertaining to each effort grade can be found below. The majority of the descriptors, for each effort grade, must be achieved to be awarded that grade.

Effort Grade	Descriptors
1 <i>Excellent</i>	<ul style="list-style-type: none">• I have taken an enthusiastic, active part in lessons.• I have tried my very best; learning is completed to my highest standard.• I have contributed enthusiastically in lessons.• I take responsibility for my own learning.• I have made outstanding progress.
2 <i>Good</i>	<ul style="list-style-type: none">• I have contributed good ideas and answers in lessons.• I work well with others and ask for help when it is needed.• I have completed learning to the best of my ability.• I take responsibility for my own learning.• I have made good progress.• I have listened to and acted on feedback.
3 <i>Satisfactory</i>	<ul style="list-style-type: none">• I have completed what was asked of me.• I have a positive attitude towards my learning.• I am able to work without distraction.• I work well with others.• I have made satisfactory progress.• I take an active part in lessons.
4 <i>Needs some improvement</i>	<ul style="list-style-type: none">• I have not tried to the level I am capable of.• I needed the teacher to prompt me to complete what was expected of me.• I have been a distraction to other learners.• I have been uncooperative with the teacher on many occasions.
5 <i>Cause for concern</i>	<ul style="list-style-type: none">• My work is well below the standard of work I am capable of.• I have been uncooperative with the teacher on many occasions.• I have had a negative attitude in lessons.• I have not contributed positively in lessons.

APTITUDE GRADES (GRADE 5 TO GRADE 12)

'Effort' grades used in Kindergarten and the Primary School report cards, are replaced with 'aptitude' grades for Grade 5 to Grade 12 students. An aptitude grade reflects such aspects as:

- presentation of work;
- organisational skills;
- class participation;
- meeting of deadlines,
- homework completion;
- respectfulness,
- enthusiasm and commitment to work.

NOTE: *Aptitude grades will not apply until the 2018-2019 academic year.*

The aptitude grades used for Grade 5 to Grade 12 reports are as follows:

Aptitude Grade	Descriptors
1	Excellent performance
2	Good performance
3	Satisfactory performance
4	Mediocre performance
5	Unsatisfactory performance

REPORTING

- Kindergarten students will receive a progress report at the end of Semester 1 and 2.
- Grade 1 to Grade 4 receive progress reports at the end of each term.
Progress reports with continual assessment.
- Grade 5 to Grade 12 receive progress reports at the end of Term 1 and Term 3.
Progress reports with Continual Assessment, Project Work, and projected Semester Grade for each subject.

End of Semester 1 and Semester 2

- Report Cards with continual assessment, Project Work, and Semester Grades for each subject.
- For grade 5 upwards, Semester Exams and Final Examination will be administered twice a year.
- Report cards will be issued at the end of every semester for Grades 5 to 12.

Parents are expected to review the report cards and to confer with teachers during Parent/Teacher conferences. Each report will give a summary of the work covered during that period of time. Student reports will focus on the following three areas:

- The student's attitude and application to the subject
- The student's progress in continual assessments and project work
- The student's results in the final examination

PARENT TEACHER CONFERENCES

These are held three times a year at the beginning of Terms 2, 3, and 4. The conferences provide an opportunity for the parents to discuss the report and the student's work ethics and progress with the subject and homeroom teachers. Parents, teachers and administrators may initiate meetings outside of the scheduled Parent Teacher conferences.

THE HASIS REWARD SYSTEM

This is based on the understanding that all students wish to achieve and to please their parents and their teachers. At HASIS, rewards start in the classroom with verbal praise and encouragement. Written praise and encouragement, together with any suggestions for improvement, will be made in the student's assignments and Contact Books. For excellent work or behavior, students will collect "house points" to go towards their house point total.

The House System

Each House is organized by a House Leader (a teacher) assisted by House Captains. All students and teachers (with the exception of the Principal, Assistant-Principals, and Counselors) belong to a House. Houses are a vital part of the rewards system. The system is also designed to instill loyalty and teamwork, and to encourage and facilitate competition within the School.

ANNUAL AWARDS

The following awards will be given to students for their outstanding achievement once a year:

- *Chairman's Award*: Outstanding student award for academic and character.
- *Principal's Award*: The student(s) in each grade level who score the highest average.
- *Subject Awards*: The students in each grade level who hold the highest mark in each subject area.
- *Most Improved Student Award*: The student who has shown the greatest improvement during the semester.
- *Citizenship Award*: The students who exemplify good citizenship.
- *Perfect Attendance Award*: The students who have a perfect record of attendance.

HOMEWORK EXPECTATIONS AND GUIDELINES

Any homework given should be taken seriously as it forms part of the continual assessment record and an important part of your child's grade. Assignments need to be neat and should be completed by the assigned date. Homework may involve distinct tasks, finishing work, researching a project or assignment, or revising for a test. Every day, students are expected to enter their homework tasks in their Contact Book. These Contact Books must be reviewed and signed by parents. The Contact Book also acts as a communication link between teachers and parents. As a guide, daily homework assignments may last up to the following, including reading and study time:

Kindergarten	30 minutes
Grade 1 to Grade 3	30-40 minutes per night
Grade 4 to Grade 5	40-60 minutes per night
Grade 6 to Grade 8	60-90 minutes per night
Grade 9 to Grade 10	90-120 minutes per night
Grade 11 to Grade 12	120-150 minutes per night

Parents/guardians are encouraged to do the following:

- check the student's homework diary regularly
- show interest and give encouragement
- make a regular routine for homework each night
- provide a quiet place with a proper study area with no distractions
- ensure that homework assignments are completed by the assigned date

We encourage parents to also discuss homework with Class/Homeroom teachers if they feel that the homework is either too much or too little. Assistant Principals should be contacted if the situation is not improving after contacting teachers.

STUDENT DISCIPLINE

School rules and regulations

At HASIS, we understand that we all work better with encouragement, rewards and success rather than enforcement and failure. These priorities are placed in a clear and structured framework known as the HASIS Student Code of Conduct (a separate document available on the school website). Students need to understand the relevance of their work and understand the expectations of their parents and the School.

Student rights and responsibilities

1. Students have the right to enjoy a pleasant, clean and safe environment and their responsibilities include the following:
 - Respecting the school environment (indoor and outdoor) at all times.
 - Placing litter in bins and clearing up your table after lunch.
 - Not bringing or consuming any non-prescription drugs, alcohol or tobacco onto the campus.
 - Not bringing dangerous articles to School.

2. Students have the right to work, learn and achieve success in an environment, which supports, helps, and encourages them to successfully reach their full potential. Therefore their responsibilities include the following:
 - Arriving on time to all your classes with the necessary books and equipment
 - Being cooperative and displaying a positive attitude.
 - Completing all assignments on time.
 - Avoiding behavior that will interfere with the effective learning of others.
 - Allowing others to speak and listening to what they have to say.
 - Accepting and giving opinions which are critical of ideas but not people.
 - Being intellectually honest with no cheating, plagiarism or copying of other students' work

3. Students have the right to be part of an environment in which they are addressed politely, treated with respect and are free of any discrimination and their responsibilities include the following:
 - Respecting the rights of others.
 - Avoiding language and behavior that is offensive to others.
 - Displaying acceptable manners and appropriate social etiquette.

4. Students have the right to be part of an environment, which is free from intimidation, including all forms of physical abuse. Therefore it is their responsibility:
 - Not to cause or encourage bullying.
 - Not to tease or harass others.

5. Students have the right to ensure that all property and equipment at HASIS, personal, shared or belonging to school is free of damage, abuse or theft. Therefore their responsibilities include the following:
 - Respecting the belongings of others.
 - Not to touch or use property of others without their permission.
 - Treating all property with respect and using it appropriately.
 - Compensating owners for damage they may cause.

6. Students have the right to be an active member of a school valued by your parents and the Omani community and their responsibilities include the following:
 - Obeying all Omani laws.
 - Behaving in an appropriate manner at all times especially when off campus, on school trips, at camps and whilst travelling to and from school.
 - Wearing school uniform with pride.

7. Students have the right to have any disputes involving themselves settled within a reasonable time frame, in a fair and rational manner and their responsibilities include the following:
 - Allowing all members involved in a dispute to put forth their case and be heard.
 - Seeking assistance from a teacher or administrator, if they feel that a dispute cannot be resolved amicably.
 - Accepting the final decision of the arbitrating member of staff with good grace.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

All possible consequences for unacceptable behavior are listed below and in the document entitled, 'HASIS Student Code of Conduct'. Careful consideration to the age of the student, the gravity and the frequency of the offense will be given when consequences are considered. The following consequences may be used for first and/or lesser offences (not necessarily in this order):

1. Verbal warning.
2. Teacher/student conference.
3. Written warning in the Contact Book to be signed by parents.
4. Counselor/student conference.
5. Administrator/student conference.
6. Parent call.
7. Parent conference.
8. Disciplinary action plan with daily report.
9. In-class disciplinary actions or assignment.
10. Withdrawal of student privileges, including recess and other activities.
11. Confiscation of nuisance items or materials.
12. Community service on school grounds during lunch, break time, before or after school.

For repeated and/or more serious offences, the following consequences may be applied by the School Administration (not necessarily in this order):

1. Exclusion from extracurricular activities
2. After-school detentions
3. In-school suspension for one or two days
4. In-school suspension for up to five days
5. At-home short-term suspension for one or two days
6. At-home long-term suspension for three to fifteen days
7. Suspension until further notice
8. Expulsion

Expulsion may apply in cases of extreme behavior and/or repeated suspensions.

SEARCHES

The School reserves the right to search bags, lockers or persons within the compound of the School and/or on School sports or field trips. This will be done in the presence of at least two adult witnesses.

MOBILE PHONES AND OTHER ELECTRONIC DEVICES

HASIS recognizes the usefulness of mobile phones for purposes such as informing parents of changes in School's activities, etc. However, students may access their parents through the school phones and it is therefore unnecessary to bring personal mobile phones to school.

Mobile phones are not allowed to be on school property during school hours and a breach will result in confiscation of the mobile phone. On the first occasion of such confiscation, the mobile phone will be kept in an administrator's office for five (5) school days. If subsequent infractions occur, the mobile phone will be kept and returned only at the end of the term. This same policy also applies to MP3 and similar music players and other handheld electronic devices. The same rule applies during bus transportation to and from home, outdoor activities, fieldtrips, etc. The School cannot and will not take any responsibility for loss, theft or damage to mobile phones or other electronic devices.

DRESS CODE

All students must be dressed and groomed in a manner conducive to a good learning environment and follow regulations regarding the school uniform. Students entering school property must wear the proper and complete school uniform at all times, including during bus transportation to and from school, examinations, etc. Students representing the school and/or participating in school activities outside the school must wear the complete and proper school uniform. Cleanliness and neatness are basic requirements. Modification(s) of school uniforms will not be accepted.

SCHOOL UNIFORM

HASIS students wear their uniform with pride and in promoting this, adherence to school uniform regulations and the highest possible standards of appearance are expected.

(a) Girls Uniform

- White trousers, white blouse and navy blue tabard
- Middle and High School girls are allowed to wear navy blue pinafore style dresses with a white blouse worn underneath
- Headscarves must be white
- Dark colored, closed-in shoes [or trainers] with rubber soles.

Physical Education

- White t-shirt, sports pants and sports shoes
- Swim gear: one piece swimsuit & swim cap

(b) Boys Uniform

- Omani: National dress
- Expatriate/Smaller Boys:
- White dishdasha, ma'ssar or kumma
- Navy blue trousers, white shirt.
- Dark coloured, closed-in shoes [or trainers] with rubber soles.

For Omani boys in the senior secondary classes only, sandals are accepted.

Physical Education

- White t-shirt, sports shorts or pants and sports shoes
- Swim gear: swim trunks/shorts & swim cap

NOTE: As most of the flooring in the main school is made of tiles, it is highly recommended that students wear rubber-soled shoes.

(c) Aprons and Other Laboratory Safety-Wear

To protect clothes, eyes, hands, etc., during art and laboratory periods, aprons and other safety-wear will be provided and must be worn.

(d) Name Tapes/Marking

It is advisable for all clothing to be clearly marked either in indelible ink or by personal name tags.

i. Make-Up

Nail varnish and make-up must not be worn.

ii. Hair

In the interest of safety, hair (of both girls & boys) should be kept neat in style and brushed well off the face. Girls long hair is to be tied back at all times and especially during art, science and PE lessons. Boys' hair is to be kept short at all times.

iii. Jewellery

Students may wear a watch (to be given to PE staff during PE lessons if required), and one other item of discrete neckwear. Girls with pierced ears may wear small stud/sleeper earrings. All other pierced jewellery is not accepted. The school is not responsible for any jewellery items which may be misplaced or lost at School.

Exaggerated, provocative, unusual or coloured hair styles/footwear/jewellery/appearance are not considered appropriate for school and are not accepted.

Consequences for not wearing the proper uniform:

- Students wearing incorrect uniform will be sent to a Counselor. Their parents will be contacted and requested to bring in the correct uniform.
- Students will not be accepted at school until the corrective action has been implemented (cutting long hair (boys), removal of jewellery, make-up, nail polish, etc).
- More serious consequences will apply for continued disregard for the school uniform policy.

STUDENT COUNCIL

The Student Council is organized for all the students in Grade 4 above, with the aim of developing personal leadership, responsible aptitudes and making the school a better environment for all. Students from Grade 4 will represent the Junior Student Council whereas the Senior Student Council will consist of Middle and High School students.

Student Council members help with the organization and supervision of School and community activities. Membership to the Student Council is by election from the student body and the HASIS Administration reserves the right to cancel the nomination of any student who may not possess all required qualities to represent others. Each grade level will elect two members to sit on the Student Council and each Council will have approximately twenty members.

A Chairperson, Vice-Chairperson, Secretary and Treasurer will be elected and a member of staff will assist each Council in an advisory role. All decisions must first be cleared by the respective teacher advisor. He/she may or may not be present at all meetings. School Administration and others may attend.

STUDENT ATTENDANCE

Compulsory Attendance

Upon enrolment in school, all students will be required to attend school daily. There is no specific age (all levels from Kindergarten to Grade 12) in which attendance is more or less critical. Absence is disruptive to the student's educational process and to the child's class, as teachers may have to alter their plans in order to accommodate the student who missed instruction for excused medical or emergency reasons. Parents and students should avoid missing school whenever possible (i.e. constant late arrivals and early departures, vacations during school, day(s) before report cards are given, etc.) If this cannot be avoided, the parent/student must apply in advance to the Principal and the student will be held accountable for all work missed. It is the responsibility of the student to gather make-up work from teachers. In case of absence, parents/or guardian must notify the appropriate school by 8:00 am on the day of absence. In the absence of notification, the school will call parents to clarify the absence. When returning to school after an absence, a student must bring a note signed by the parent that describes the reason for the absence. The Principal may deny students credit for class(es) if they miss days of school in a semester for reasons other than excused absences. Absence on testing/exam days is only excused for a medical reason sanctioned with a medical certificate. Without the certificate, the student will receive a zero for the exam/test.

Leave of Absence from the School

Any absence from the School is undesirable and strongly discouraged, as it disrupts learning.

Leaving during the School Term/Semester

Predictable Absences

If the student has to attend a religious or national festival, or for any other similar reasons, the School requires at least two weeks' notice in writing in order to prepare individualized contingency work for the student. Notice should be given in writing to School Administration.

Non-predictable Absences

In the event of a non-predictable absence, written notice shall be given when the student returns to school.

Emergencies

If there is an emergency, such as an illness, the School Reception must be informed as soon as possible.

Unauthorized Absences

If an absence has not been authorized by the School, then no consideration will be given regarding any assessments, including continual assessment.

Leaving School during School Day

This is strongly discouraged. Parents are asked to make all medical and other appointments outside school hours, whenever possible. If this is not possible, then an application must be made to School Administration. The application must also clearly indicate who is to collect the student and the reason for the application.

NOTE: As required by the Omani Ministry of Education, all excessive absences will be reported and further official action can be expected.

Illness during School Day

It is crucial that a student's parent keep the school updated regarding the latest contact details for use in an emergency. If a student is taken ill or injured during school time, he or she will go to the School's First Aid Clinic and parents will be notified to take the student home. If necessary, the student will be taken to the HAS Clinic or emergency services will be called and the parents will be informed accordingly.

UNSTRUCTURED TIME

There are no free periods at HASIS and students may not study or congregate in the corridors while classes are in session. In the rare event that a teacher does not arrive for class, students are to wait quietly outside the classroom while an assigned class monitor notifies the School Reception of the absence.

TARDINESS

We wish to remind you that Grade 1 to Grade 12 students should be at school between 6:30am–7:25am. Kindergarten students should be at school between 7:50am–8:30am. All students arriving after assembly will not be accepted into class and be sent to the School Reception where lateness will be officially recorded and discipline consequences may apply.

DISMISSAL

Students can either be riding school buses, personal cars or walking home. The School will issue student dismissal passes to students walking home against a permission slip signed by a parent. The School is not liable or responsible for the whereabouts and activities of the students walking home. The School is also not liable or responsible for the whereabouts and activities of the students who leave the campus without permission. Students who leave the campus will face strict disciplinary consequences.

SCHOOL COUNSELING

Students may be exposed to emotional issues and we strongly encourage the students to seek advice and guidance from the School's Counseling staff. Our HASIS School Counselors are trained and qualified to deal with issues related to school life in the following areas:

- Bullying
- Coping with stress or anxiety
- Depression
- Managing friendship
- Dealing with abuse
- Time management
- Poor concentration
- Problems associated with growing up
- Self esteem and confidence building
- Student complaints

PARENT TEACHER ASSOCIATION (PTA)

The HASIS PTA is a non-profit organization consisting of all parents, teachers and an elected PTA committee of the school community. The aim is to promote and enhance the School's Vision and Mission as well as the values of the education offered at HASIS, and to forge a unified, vibrant, caring community in support of student education. Through close co-operation between parents, staff, HASIS Board of Trustees and others associated with the School, the HASIS PTA assists in developing and extending our relationships.

The HASIS PTA helps to organize and to sponsor various events throughout the year. The HASIS PTA supports the School by assisting with voluntary help for sporting events and class excursions.

Fundraising may also be a part of HASIS PTA activities. There is support to various community charities in an effort to give back to the community we live in. If you have any ideas of projects or social events that might be appropriate for the future, please let us know.

As per Omani Ministry of Education regulations, the HASIS PTA aims to achieve the following objectives:

1. Cultivate and forge a positive relationship between HASIS and our parent body.
2. Sponsor HASIS students with special needs and recommend programs to School Administration to develop student potential, thus participating in improving their academic and social standards.
3. Consider the requirements of the School's environment, and assist School Administration in solving the obstacles affecting performance and development planning.
4. Establish and promote the School's role as a center of excellence within the local community.
5. Assist School Administration in the monitoring of all social, economic and ethical issues harmful to the School community, and to take necessary procedures to eradicate it or restrict its impact.

SCHOOL PROCEDURES

ADMISSION TO HASIS

Admission to HASIS will be based on an assessment of the suitability of the student to benefit fully from the opportunities offered and ultimately be successful in our programs. The assessment may include interviews with the student and the parents conducted by School Administrators, Counselors or a delegate. In addition to this oral assessment, there will be written assessments appropriate to the level of entry, which will assess the student's required entry abilities in English, Mathematics and for Arabic students an Arabic test. As HASIS is a bilingual school, a key indicator to future success is the prospective student's aptitude to perform fairly well in the English section of the assessment. These tests will be related to the academic background and age of the student and do not require any prior preparation. Before an appointment for such assessments can be arranged, the parents of a prospective student will need to provide the school with the following:

Omani Students:

- Copy of original report card from previous school for previous school year and for first term/semester of current school year (where applicable).
- Letter from the Principal/Head of School of the student's previous school, indicating the student's past effort, behavior, attitude and study habits, *except* for Kindergarten and Grade 1.
- Any information related to the child's ability or lack of to pursue studies at HASIS successfully, particularly if the child has a learning difficulty or has received learning support. It is important to provide the school with as much information as possible about your child and their individual requirements, including any specialist reports.
- Vaccination Certificate
- Residence Card of Parent and Student
- Parents OLNG employment number

Non-Omani students transferring from another school in Oman:

- Copy of original report card from previous school for previous school year and for first term/semester of current school year (where applicable).
- Letter from the Principal/Head of School of the student's previous school, indicating the student's past effort, behavior, attitude and study habits, *except* for Kindergarten and Grade 1.
- Any information related to the child's ability or lack of to pursue studies at HASIS successfully, particularly if the child has a learning difficulty or has received learning support. It is important to provide the school with as much information as possible about your child and their individual requirements, including any specialist reports.
- Vaccination Certificate
- Residence Card of Parent and Student
- Parents OLNG employment number

Non-Omani students transferring from outside Oman:

- Attested birth certificate from your country of origin
- Attested school records from your country of origin
- Ministry of Foreign Affairs office in Sur to attest the birth certificate and school records
- Oman Ministry of Educations Equalisation Departments placement letter
- Vaccination Card
- Residence Card of Parent and Student
- Passport copy and visa stamp of Parent and Student
- Parents OLNG employment number

The parents of the student applying to HASIS will be informed within a week if, after reviewing the assessment results and other information at his disposal at the time of the application, in the judgment of the Principal, it is likely or unlikely that the child will be able to benefit fully from the educational opportunities offered.

Please understand that there may be amendments to the enrolment documents procedures currently required by HASIS, if the school is instructed to make changes by the Omani Ministry of Education.

CHANGE OF CIRCUMSTANCES

Please contact School Reception and inform the secretary immediately if there is any change with the following:

- Student address or parent contact number (including mobile phones)
- Parent email address
- Medical needs
- Legal information (pertaining to the student's care)

PAYMENT OF SCHOOL FEES

All enquiries must be addressed to Oman LNG.

WITHDRAWAL

Parents considering withdrawing their child from HASIS must first contact School Administration to inform them of the circumstances. They will be then be contacted by School Administration regarding Omani Ministry of Education official transfer procedures.

COMMUNICATION

At HASIS, we take the satisfaction of our parents and students very seriously. Communication is extremely important in order to create the best possible learning environment for your children. In order to respond effectively and streamline communication, the following process should be followed:

Contact the Homeroom teachers/subject teachers when you have questions regarding:

- Your child's academic program, progress, and report card
- Performance in class work, and homework
- Child's behavior
- Peer issues in class and School
- Student textbooks
- Curriculum matters in class
- Field trips, School events, class events, fund raising events

Contact School receptionists when you have questions regarding:

- Scheduling an appointment with a teacher
- Attendance
- Student records
- Registration
- Transcripts
- Official forms
- Transportation (e.g. HASIS Bus Program)
- School uniform
- Reports or information on a sick child, attention to medical conditions, vaccinations, dietary requirements
- Medical information sheet

Contact an Assistant Principal when you have questions regarding:

- Escalating and/or unresolved issues from homeroom teachers/subject teachers
- Teacher related issues
- Class and exam timetables
- Change of options/courses/grade level
- Curriculum matters at year level

Contact a Counselor when you have questions regarding the following:

- Student affairs
- Behavior concerns
- University applications and procedures

Contact the Librarian when you have questions regarding the following:

- Borrowed books from the library
- Lost library books

Contact the Principal when you have a question regarding:

- General operation of the school
- Policies, rules, and regulations
- Comments, concerns, issues about the operation of the school, staff, etc.
- Escalating and/or unresolved issues from teachers and/or administrators
- Maintenance concerns and facilities issues
- Security issues

Please remember that your child's teacher is the most knowledgeable person concerning their classroom, and their progress. If you have questions or concerns about either of these areas, make an appointment to see the teacher in question before anything else. If you wish to arrange a conference with a teacher, you can contact the School Reception between 7:30am and 3:00pm, and a receptionist will help set up a time for the visit. Please remember that our faculty is here to help you, and will try to answer any questions or resolve any problems. Parents who may have difficulty with English may request the help of a school assigned translator.

VISITING THE SCHOOL

Parents and/or visitors must report to the School Reception when they come to the school during school hours. In order to keep the disruption of the regular scheduled lessons to a minimum, parents are not to attend classes other than during official open days organized throughout the academic year.

Former students from HASIS may be allowed to visit the school but must first seek approval from School Administration.

Under no circumstances will students from other schools who are relatives, friends or acquaintances of HASIS school students be allowed to attend classes at HASIS.

MEDICATION AT SCHOOL

No medication will be administered to students by school employees if requested verbally. Medication has to be prescribed by a doctor – a copy of the prescription has to be attached and will be kept by the School Nurse. Medications must be given by parents in person in the original packaging with label on and clear dosage of medication to be administered. A written request for the administering of medication has to be signed by parents and the note will be kept by the School Nurse. If there are new medications to be added, a new consent form has to be provided.

The medication will be returned to parents after 2 weeks or discarded as per the parent request unless the student is on life-long or long term medication. The School Nurse or a School receptionist will call parents to enquire about medication if brought in by students (those with forms signed). No form of medication is to be taken by student on his/her own within the school premises. All medications have to be taken in the presence of the School Nurse. The School shall not be liable should any over-dosage or undesirable effects of medications occur after a child has consumed medication on his/her own.

SICKNESS POLICY

HASIS reserves the right to temporarily deny any child admittance to the school for reasons of obvious illness, or to request early departure should symptoms become apparent during the course of the day. Any child who seems unable to participate in our school program for any reason will be sent home. This is to ensure the continued good health of everyone in the school. We realize that most of you are working parents and we do try to accommodate you as much as possible. However, for the health and well being of all of the children in our care and our staff we feel it is vital to maintain a strict wellness policy. We ask for parents to assist by keeping sick children at home. We do take into consideration your physician's recommendations nevertheless it is up to our discretion when your child may return to school.

When a child may not attend school:

- **Fever:** Children will be sent home if their temperature is 100.0°F (37.8°C) or higher and must stay home the next day for observation. Children must be free of fever (any temperature above 98.6°F/37.0°C) for at least 24 hours without the use of fever reducing medication. The same policy applies if your child develops a fever at home. They must be fever free (any temperature above 98.6°F/37.0°C) for at least 24 hours without the use of fever reducing medication.
- **Rash:** Any rash other than a common skin irritation will require that child to be sent home for an evaluation and diagnosis from their doctor in writing of exactly what it is. They may return to school based on that written doctor's evaluation, and clearance that it is not contagious.
- **Conjunctivitis (pink eye):** Children will be sent home if there appears to be an unusual amount of discharge from or irritation to their eye(s) and must stay home the next day for observation. Before returning to school they will need an evaluation and diagnosis from their doctor in writing of exactly what it is.
 - If the diagnosis is BACTERIAL CONJUNCTIVITIS children must have received at least 24 hours of treatment.
 - If the diagnosis is VIRAL CONJUNCTIVITIS your child may return AS LONG AS THERE IS NO DISCHARGE.
 - If in fact they do not have "pink eye" we need a doctor's note with a diagnosis and a clearance that it is not contagious.
- **Thick White, Green or Yellow Discharge:** Children will be sent home if they appear to have any thick white, green or yellow discharge. This is often indicative of an infection and they must stay home the next day for observation. Before returning to school they will need an evaluation and diagnosis from their doctor in writing and at least 24 hours of treatment. If in fact they do not have an infection we need a doctor's note with a diagnosis of exactly what it is with a clearance that it is nothing contagious. Most doctors are of the opinion that once on antibiotics for 24 hours, the discharge is no longer contagious even though it may persist for up to two weeks.
- **Diarrhea:** Children will be sent home if they have three or more loose bowel movements in one day and must stay home the next day for observation. Before returning to school (after the day of observation) children must be free from diarrhea for 24 hours with at least 1 regular bowel movement. If your child has one or more loose bowel movements on their first day back they will again be sent home.

- **Vomiting:** Children will be sent home if they vomit and must stay home the next day for observation. Before returning to school (after the day of observation) children must symptom free with no vomiting for at least 24 hours.
- **Persistent Hacking Cough:** Children will be sent home if they have a persistent hacking cough and must stay home the next day for observation. Before returning to school they will need an evaluation and diagnosis from their doctor in writing and at least 24 hours of treatment. If in fact they do not require any treatment we need a doctor's note with a diagnosis of exactly what it is with a clearance that it is not contagious.
- **Lice:** Children will not be readmitted until 24 hours after treatment and must be lice-free. The Principal or a School Administrator will make an evaluation and determine if the child can be readmitted.

COMMON COLD POLICY

Children suffering from a common cold will be assessed on an individual basis. Factors of consideration include the developmental level of your child in congruence with our ability to limit the spread of germs. The younger your child, the more difficult it is to keep the spread of germs down. For example: hand to face contact, mouthing of toys, uncontrolled nasal discharge, uncovered sneezing and coughing, etc.

GIFTS TO STAFF

Please be aware that the presentation of gifts to any HASIS staff member is not permitted with the exception of Teachers' Day and/or International Teachers' Day where a "small" token of appreciation less than OMR 5 in value may be presented to staff. Acceptable items include consumables and perishable items, e.g. cake, flowers.

STUDENT RECORDS

The student's right to privacy is protected by HASIS personnel. A student's record may be viewed by HASIS personnel or Omani Ministry of Education employees who have legitimate cause and need. No other individuals may view these materials without the expressed permission of the legal parent/guardian or the student if they have reached the age of 18 years old. Student reports, transcripts, and diploma will not be released if the request is not made in writing and signed by the parent.

REQUESTS FOR DOCUMENTS

The School receives many requests from parents for documents. These may range from extra copies of report cards to many different letters of evidence. These require time to prepare. Please notify the school in writing at least two (2) weeks in advance if any documentation is needed, including additional report cards, transcripts, or other school records or letters. The school is not responsible for "last minute" requests that cannot be met.

SCHOOL FOOD SERVICE

Please forward all requests and remarks to the HASIS club restaurant.

SCHOOL BUSES

School buses are available to pick up students in the morning and drop them off after school. Parents are informed as to pick-up and drop-off times and locations. For further information, please notify the Bus Program Liaison Officer. All buses have an assistant who travels with the students. Students not behaving in an appropriate and safe manner on the bus may lose School bus privileges.

BICYCLES AT SCHOOL

Students can ride bicycles to and from School only with parent consent. Parents must notify the School Reception in writing if they intend to allow their child to ride to school. The use of a bicycle helmet is strongly suggested. Cyclists are not to ride bicycles on School property and are expected to dismount their bicycles on School property and 'park' the bicycles in our designated areas.

STUDENT DROP-OFF & PICK-UP PROCEDURES

For the safety of all HASIS students, we would appreciate adherence to the following procedures:

When dropping your child off at school, please do not use the BUS LOADING AREA. There is a designated drop-off area located in front of the bus loading area, near the main school entrance. We ask that the flow of traffic keep moving by pulling forward and dropping your child off PAST THE PEDESTRIAN CROSSING. If you wish to help your child carry something to his/her classroom, we ask that you park your car in the designated car parking areas and use the pedestrian crossing to model safety. As a reminder, students are NOT to be dropped off before 6:30am, as there is NO SUPERVISION!

When picking-up your child, please observe the same procedures outlined (above) for dropping your child off. Please pull as far forward as possible to make room for others picking up their children and to help with the flow of traffic.

Please be courteous to staff and others and do not block the lanes of traffic. Please watch for children while in the area. Staff members will be on duty during the morning arrival time and afternoon dismissal time **for the safety of the children and to keep traffic moving smoothly.**

We also ask that **students exit/enter the vehicle from the right-hand side** of the vehicle. **Parents are also asked to STAY IN THEIR VEHICLE** while dropping off/picking up their child(ren). These rules are for student safety!

Please do not leave your car unattended, at any time, in front of the school.

LIBRARY USE

The Library is an important resource available to students at HASIS. It is meant to be a place for study and research, and also as a place where students can discover the joy of reading. The computers in the Library are specifically intended for homework or for class-related research. They are not to be used for personal email or computer games. Reference books must be used in the Library. These may not be borrowed.

A fine for damage to library books, text books or materials, or their loss, must be paid for and costs will vary according to the extent of the damage and the original cost of the item(s). Students who do not return all books or who have not made appropriate compensation for damaged books will not be given report cards, and no records will be released or transferred by the School.

LOST AND FOUND

Personal items found will be placed in the designated 'Lost and Found' area. At the end of each semester, any unclaimed items will be donated to charity.

MONEY, VALUABLE ARTICLES AND TOYS

Students should not bring money or toys to School unless requested. Large amounts of money or valuable items should never be brought to School. Mobile phones and other electronic devices are not allowed at School. If such items are brought to School, we will not accept responsibility for lost, stolen, or damaged personal items.

AFTER SCHOOL ACTIVITIES (ASA)

After School Activities (ASA) will be made available to students in Grades 1 through 12. The activities range from academic (remedial activities) to social in nature. Student participation in our ASA program is voluntary, but highly encouraged, especially for our remedial classes. Activities will run on Monday and Wednesday afternoons and school buses will be available for student drop-off.

BIRTHDAYS

Birthday celebrations are only allowed in Kindergarten classes. Cake, snacks, drinks, etc. can be brought to School and will be served at break time. Invitations to parties can be passed out in class by the teacher ONLY if

- they include all the children in the class *and/or*
- all the children of the same gender.

Other invitations to select groups should be arranged outside of School time to avoid hurt feelings.

DRIVING A VEHICLE ON SCHOOL PROPERTY

Unless prior approval from the Principal was specifically granted, no motor vehicle is admitted on School property. Exception is given to security/emergency vehicles.

DISMISSAL AT THE END OF THE SCHOOL DAY

We endeavor to ensure that your child has a safe arrival and departure from school each day. A busy car park makes arrival and dismissal of students an unsafe area for students if we do not follow simple safety rules. We ask all those who are driving a vehicle in the close proximity of the School to exercise extreme caution and lower their speed to 5 km/h until they have cleared the area.

During School hours, which include arrival and dismissal times, we ask parents and guests never to park their vehicles on the access road adjacent to the School. Parents may momentarily stop their vehicles and drop their children off, but not in front of the gate, and they must leave ample space for the buses to park near the curb to unload or load up the children safely. If parents/guests wish to escort their children on School campus or visit the School, they are asked to park their cars in the assigned parking area in front of the School.