



DASMAN داسمان
BILINGUAL SCHOOL مدرسة ثنائية اللغة



2016-2017

Vocational Parent and Student Handbook



<u>Contents</u>	<u>Page Numbers</u>
Vocational Front Page	1
Contents Page	2
Guiding School Statements	3
School educational objectives	4
Vocational Vision and mission	8
Assistance and enquiries	10
Vocational team	11
Vocational programs	12
Course choice	18
Teaching methods	19
Assessment policy	23
Students' guide lines	28
Decipline policy	29
Declaration and signature	34

Guiding School Statements

Mission Statement

Our mission is to provide a high quality bilingual education in a safe and positive learning environment, which fosters the academic, social, spiritual and moral development of each student. Within our school community, we are committed to Internationalism and seek to promote interculturalism. Additionally, our mission serves to encourage global citizenship with the understanding that learning is challenging, connected and never ending. Dasman Model Bilingual School continues to lead the way in Kuwait by offering educational programs to a diverse student body. Through rigorous, innovative and meaningful learning experiences, students become life-long learners in the global community.

Vision Statement:

Our vision of our school is:

- To strive to be a leader in bilingual education serving a wide range of skills and differentiated abilities
- To create opportunities for students to develop a sense of and respect for internationalism as well as interculturalism
- To educate our students for the rapidly changing world of the 21st century by developing analytical and problem solving skills, technological capabilities and critical thinking.
- To expand the adult education program which provides alternative vocational training

EDUCATIONAL OBJECTIVES

Dasman Model Bilingual School endeavors to.....

1. Provide a positive and developmentally appropriate school community by:

- 1.1 Developing critical and disciplined thinkers who are inspired by the joy of learning.
- 1.2 Providing curriculum, instruction and teaching strategies that address students' differing learning styles and abilities
- 1.3 Ensuring highly trained professionals who are in a position of trust and who are bound by moral and ethical obligation.

- 1.4 Promoting ethical and compassionate behavior while sharing knowledge and acquiring wisdom in a climate of trust and hope.
- 1.5 Ensuring that all members of the DMS community know their rights, responsibilities and the consequences for their actions and inactions.
- 1.6 Promoting the idea that parents have an integral role within the school community.
- 1.7 Developing academic, social, aesthetic, emotional and physical skills.

2. Increase awareness regarding cultural diversity relative to different people and cultures by:

- 2.1 Opening cultural and educational dialogue among students.
- 2.2 Integrating different cultural and world beliefs in school activities.
- 2.3 Enhancing cultural knowledge through various activities and events.
- 2.4 Integrating cultural concepts within the curriculum.

3. Enhance self-esteem in all students and build mutual respect for others by:

- 3.1 Promoting the development of good citizenship
- 3.2 Developing appreciation and respect for individual differences.

4. Ensure that all students can learn and achieve in different ways by:

- 4.1 Providing instructional support via various support programs (i.e. ESL, AFL, RI, and LSU).
- 4.2 Offering differentiated strategies within the curriculum to support student learning and the successful acquisition of skills and knowledge.
- 4.3 Incorporating up to date materials and learning resources and facilitating and encouraging best teaching practices.
- 4.4 Providing Professional Development opportunities that will develop staff skills in the incorporation of strategies that address the need for differentiated instruction.
- 4.5 Utilizing methods of assessment that reflect reasonable expectations for our population of bilingual students.

5. Promote positive and constructive parental and community involvement by:

- 5.1 Keeping communication open through use of our website, Public Relations Officer, and newsletters informing parents and the community of upcoming events.
- 5.2 Encouraging consistent communication between parents and teachers in order to strengthen cultural values and the reinforcement of school rules.
- 5.3 Seeking sponsorship and/or educational field trip opportunities to various local area businesses, private entities and government institutions (museums, zoos, etc.).
- 5.4 Encouraging positive parent teacher involvement and cooperation in the PTA.
- 5.5 Inviting community experts to share their expertise with our students during special events (i.e. International Day, National Day and Green Week).

5.6 Inviting parents to participate in school events (International Day, National Day, Green Week, Read-a-thon, Read-to-Feed regular parent teacher conferences, assemblies and student council events) by attending and/or donating resources to support the different causes.

6. Ensure special services and resources are available for all students by:

- 6.1 Utilizing effective assessment/ placement programs that determine students' needs for counseling, speech therapy and occupational therapy.
- 6.2 Consistently monitoring the provision of services to ensure the availability of resources for all students.
- 6.3 Implementing an individualized educational plan (IEP) and Mainstream Support Plan (MSP) to promote personalized attention and learning.
- 6.4 Offering teacher and staff professional development to enrich student learning.
- 6.5 Planning, implementing, evaluating and tracking IEPs and MSP's.
- 6.6 Providing differentiated instruction in the classroom.

7. Provide opportunities to become actively engaged in the learning process, connecting education, to real life experiences by:

- 7.1 Providing accredited and recognized alternatives to mainstream or special-needs pathways for educational progression.
- 7.2 Enhancing and developing key skills and preparing learners for the transition into adult life upon graduation from a school based environment.
- 7.3 Helping learners develop the confidence to openly demonstrate research, study, problem-solving skills and effective behaviors in the workplace.
- 7.4 Assisting learners in their quest to become productive citizens of Kuwait.
- 7.5 Developing a sense of citizenship and actively seeking to be an effective part of the solution to local, regional, national and global community concerns
- 7.6 Providing timetabled external and internal blocks of work experience placements in order to increase individual potential.(Vocational)
- 7.7 Helping learners develop hands-on skills in real-world environments .(Vocational)
- 7.8 Allowing learners to be directly involved in work-related experiences. (Vocational)
- 7.9 Putting learners in contact with organizations who are sympathetic to their learning, training and specific needs. (Vocational)
- 7.10 Providing weekly social interaction through community focused field-trips and visits that relate directly to programs of study. (Vocational)

8. The Dasman Model Bilingual School will strive to provide quality education that will permit and assist every student:

- 8.1 To acquire a mastery of the basic academic skills in Arabic and English.
- 8.2 To improve verbal and mathematical communication skills in Arabic and English.
- 8.3 To acquire a positive attitude toward learning.

8.4 To help students aim at acquiring the greatest possible understanding and appreciation of oneself and the world around us.

8.5 To acquire an understanding and appreciation of persons belonging to many social, cultural, and national groups different from his/her own cultural background.

8.6 To learn to be a responsible citizen who is aware and responsive to the needs of others.

8.7 To understand how to maintain, both emotional and physical health.

8.8 To receive the opportunities and encouragements to be successful and creative.

8.9 To understand and appreciate human achievements in natural sciences, social sciences, humanities and fine arts.

8.10 To prepare for and live in a world of rapid change.

8.11 To be prepared to meet the technological challenges of the 21st Century.



Mission of the Vocational Department

The mission of the vocational department is to provide the trainees (learners) with the necessary tools(academic, existential, emotional,) to succeed in pulling their weight once their community summons them as active members,

whose mission is to contribute to the development and prosperity of their community, and to the world around them.

Vision

Since our being in the world is not just a matter of being present, and since acting on the world is intrinsically intertwined with our nature as entities able of creating, inventing, and seizing the possibilities of change to leave our mark on our existential space, vocational education, in various forms, has played a tremendous role in instilling the spirit of going beyond what the world offers, and stepping into the realms where the human potential is unlocked, and where minds and souls blossom revealing all the beauty of humanity.

Thus, the Vocational Department in Dasman Model School, being aware of the necessity of creating an environment where such a perception of things should be put in place, endeavors to endow the trainees (learners) with an optimal quality education that takes into account the uniqueness of each one of them. We also aim at inculcating in them the “I am large and I contain multitudes” spirit, which will make of them real agents of innovation.

It is also of paramount importance to us to ensure that the environment where their initiation takes place responds to their physical and psychological safety. As it has always been the case with human beings, what is around us affects the way we function, hence our belief that the space where the education of our trainees(learners) occurs needs to be a body and soul source of motivation, satisfying their thirst for knowledge and freedom, for the more they know the freer they are.

Our being a school, whose philosophy is to erect bridges between two cultures, we have in place an instructional structure that builds on the local to embrace the global. The plurality of both our learners, and the world in which they exist necessitates that learning be plural, culturally sensitive, and open to the differences of those around us. It is our belief that for us to know the other, we need to know our selves first.



Assistance and enquiries

The role of parents and guardians is of paramount importance when it comes to ensuring that students are getting the best education possible. Thus, it is

essential to maintain the channels of communication constantly open between the school and the community including parents and guardians.

The following is the procedure to follow for any queries:

Parents or Students who need help, assistance or advice? Please follow steps 1, 2,3, and 4

Academic Director

Step 4 See



Director

Step 3 See



Coordinator

Step 2 See



Vocational Classroom Teachers/Course Managers + Their Assistants

Step 1 See



The Vocational Team

Mr Khaled Filali – Director

Ms Shireen Shehata - Coordinator

Amani Ben Omar - Vocational Secretary

Class Teacher/Course Managers Teacher Assistant

CoPe	Ms. Shireen Shehata	Ms. Fouda Al Afran
ASDAN Gold -A	Ms. Nancy lee	Duaa Rahim
ASDAN Silver A	Ms. Nina Hernandez	Ms Kawther Bouriga
ASDAN Silver B	Mr. Trevor Fuller	Ms. Mary Rezkalah
Work Skills - A	Ms. Ani Epitropova	Ms. Shaima Al kerdawi
Work Skills - B	Ms. Natia Tzdaske	Ms. Eman Sabry
Work Skills - C	Ms. Abeer Khalifa	Ms. Mervit Ibrahim
Work Skills - D	MS. Joanna Plata	Ms. Walla al ezaby
Foundation Learning A	Mr. Hassan Farouk	Ms Linda Nassour
Foundation Learning B	Ms. Yasmeen Sorour	Ms. Narjes saleh
ASDAN Bronze - A	Ms. Mahmoud Ghaleb	Ms Ayya Ali
ASDAN Bronze B	Sufian mahdaoui	Ms. Amal hamdi
Arabic/Islamic	Ms. Hanan Al-Naquri	Any of the above
Arabic/Islamic	Ms. Waffa Zaidan	Any of the above
Music	Ms. Dana Craciun	Any of the above

PE	Ms. Nelly Mr. Daniel	Any of the above
ART	Ms. Sedka	Any of the above

Vocational Programs

Vocational education is about acquiring the skills that would enable students to be productive members in their community. Vocational Education is also about preparing students for life with others in the sense that it is an environment where students learn how to deal with situations where others are involved.

Our Vocational programs combine the academic with practical. Students are exposed to information that improves their performance in English and Math in combination with the EDEXCEL and ASDAN units or modules.

Student's progression through Vocational programs is determined mainly by their ability to achieve all their learning outcomes. In other words, the amount of time they spend in each program is not as important as the fact that they need to be able to attain a level where their teachers can decide that they need to be moved up to a higher program.

Students at the Life skills level will be exposed to information that oriented more towards equipping with skills that enable them to take care of themselves, and interacting with others around them. This year the curricula used will be ASDAN Bronze.

Foundation learning students, as the name indicates, are taught the foundation principles of vocational education, enabling them to be prepared for situations similar to those in the work place.

The Work Skills program permits students to acquire skills that will be invaluable once they join the work place. They will enable them to function well in any work environment.

The ASDAN program is an educational structure where students will explore in depth information that will be of paramount importance to them once their community summons them to play the role that is theirs.

This Program will be reinforced this year with a CoPe certificate which is the first step towards the universities awards .

Levels, Programs and Classes

Life Skills - Modified Program (ASDAN Bronze)

If you are studying at this level, you will take the following units of study and receive a certificate from your teachers upon completion:

- Getting On with Other People
- Developing Self Awareness
- Travel within the Community
- Dealing with Problems
- Keeping Safe
- Number Skills
- Communication Skills
- Reading Skills

- Extras: I.T.

English

Math

Foundation Learning Certificate

If you are studying this course there are six units to complete for the Certificate.

These are the subject units you will study this year:

- Early Math Sequencing and Sorting
- Early Math Developing Number Skills
- Developing Reading Skills
- Developing ICT Skills
- Understanding What Money is Used For
- Developing Writing Skills

- Extras: I.T.

English

Math

Work Skills Certificate (Middle Program)

If you are studying this course there are eight units to complete for the Certificate.

These are the subject units you will study this year:

- Learning from Work Placement
- Working in a Team
- Self-Management Skills
- Preparing for Work Placement
- Interview Skills
- Self-Assessment
- Solving Work – Related Problems
- Investigating Rights and Responsibilities at Work
- Extras: I.T.

English

Math

International Silver Award: ASDAN

If you are studying this course there are nine units from twelve you have to complete for the Certificate.

- The Community
- Home Management
- Number Handling
- Expressive Arts
- Beliefs & Values
- World of Work
- Information Handling
- Sport & Leisure
- The Environment
- Health & Survival
- Technology
- The Wider World

The ASDAN Gold Award

If you are studying at this course these are the modules you will be taking:

- The Community
- Home Management
- Number Handling
- Expressive Arts
- Beliefs & Values

- World of Work
- Information Handling
- Sport & Leisure
- The Environment
- Health & Survival
- Technology
- The Wider World

CoPE : Upper Program

- The Community
- Home Management
- Number Handling
- Expressive Arts
- Beliefs & Values
- World of Work
- Information Handling
- Sport & Leisure
- The Environment
- Health & Survival
- Technology
- The Wider World



Course Choice, Selection, Completion

The program *teachers* will *evaluate* which program is *best* and *most suitable* for you. This will depend on your interests, energy and previous achievements. During the year you will keep a *folder, (portfolio)* of your work. Your folder will include both writing and work tasks and work assessments.

Completion

To be *awarded* the *full qualification* for the *certificate* you have to successfully finish all of the work for the units of your course.

Course length

Everyone is different and the time it takes you to complete your course will vary depending on your energy and how hard you work. Some students will pass their course in one year. Others will take longer.

Teaching Methods

Your teachers will use a variety of methods to help you learn. These will include:

- Demonstrations
- Worksheets
- Presentations
- Practical tasks
- Outside speakers
- (ICT) Information and Communication Technology
- Discussions
- Role-play
- Textbook exercises
- Work experience
- Visits
- English Improvement Money Management

Attendance and Punctuality

You must attend school regularly and on time. We work as a team and being absent affects the functioning of the team.

If you are regularly late or absent without a good reason, then you are less likely to pass your course.

If you know you are going to be absent or late, then you must phone the school to let us know. **(Tel: 22277385).**

Assessment of Students' Work

These courses are called **VOCATIONAL** because they reflect what you do in everyday life and at work. That means that the best way to assess you is by asking you to complete activities that are a reflection of situations in everyday life or work.

Most assessments are to see if you can do practical things or see if you can do the right thing in hands-on situations. This being said, the academic aspect of education is given importance as well, in the sense that practical progress cannot take place without the theoretical information that accompanies it.

Assessments will test your attitudes, skills, knowledge and understanding. Often you will have a time limit to complete certain tasks which are given to you to see if you CAN DO, UNDERSTAND or KNOW what is asked of you.

Continual Assessments will allow you to do these:

- Ongoing practical, (hands-on) development of your Skills.
 - Provide opportunities to demonstrate what you can “do,” “understand” or “know”.
- ★ Remember you will be assessed regularly throughout the year, not just at the end of each semester or term.**





Rational

Assessment policy

Rationale

For any educational structure to serve the purpose for which it was created, it needs to have the elements that enable it to improve towards providing students with the best education possible.

Assessment is a key element when it comes to serving this objective. It is a mechanism that allows educators to evaluate their performance in the light of their students understanding of the concepts with which they present them.

And for this process to be transparent in terms of the data it offers it needs to be done in a methodic fashion, to ensure its logical functioning, and the reliability of its results.

In the Vocational Department assessment is of paramount importance. To make sure that our students are gaining the skills they are taught, educators use a number of tools to gauge how much information students have assimilated, and to invent ways to rectify the parts where students have shown lack of comprehension or assimilation.

These assessments are in line with the requirements of the awarding bodies, and special needs education.

Assessments

1) Student responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each unit studied and make it available whenever required

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result for the unit)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

Note: our students, being cognitively impaired, wouldn't be able to (at least most of them) fulfill all these responsibilities. Thus, teachers are responsible for reminding students of their responsibilities where appropriate.

2) Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that meets the Edexcel or ASDAN syllabus requirements for the course
- provide students with a course unit outline and an assessment outline at the start of the course
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievement
- inform students and parents of academic progress, as appropriate.

Note: our students being cognitively impaired, wouldn't be able to comprehend these responsibilities if not watered down into a language they can comprehend.

Daily

- Homework
- Discussions
- Hands on activities
- Worksheets
- Simulated situations(kitchen, Vocational Training Office ,Training Room)

Weekly

- Quiz
- Test-like review sheets

Monthly

- Tests(written or practical tests)

Yearly

- IEPs
- Beginning of the year assessment
- Mid-year assessment
- End of year assessment
- Work experience
- Note: even that some of this might seem to be more appropriate for mainstream students, it is important that for the department's expansion purposes, that this should be as inclusive as possible.

Who Will Assess You?

- Mostly your teachers will write the assessments
- Some assessments (for core units) are set externally by EDEXCEL, or ASDAN. These are the Qualifications Awarding Bodies.
- Your teachers will double-check your assessments to make sure that they are fair.
- You will get feedback on how you are doing.
- If your work is insufficient or incomplete, you can do more to complete it.

Equal Opportunities

All students in the Vocational Department are treated fairly and equally by staff and other students. They have the opportunity to learn through the use of appropriate resources and equipment matching their needs and potential.

Your Home Room Teacher

Your home room teacher will be responsible for you and your progress. They will speak to you regularly to ensure that you are getting the most from your studies.

If you have any problems, you should speak to your home room teacher.

School Rules and Vocational Expectations:

- Leave your mobile phone at home.
- Please speak English in Vocational Classes
- Be polite and courteous to all teachers and T.A's
- Be polite and respectful to other students
- Classrooms are for studying. Eating is **allowed** ONLY during Lunch Break
- Attend all classes.
- Be punctual and arrive to class on time.
- You should always try your hardest in all subjects.
- You should always ask for help if you do not understand.
- You need to complete your work on time.
- You should be responsible for keeping all your work tidy and in order, (your class Files and Books).
- Finally, you should always try to enjoy your learning!! ☺

Vocational Department Bus Rules

Student's must follow the Bus Behaviour Rules:

- a) **Respect** the **rules** and **authority** of your **Teacher's**,
TA's and **Driver**
- b) Remember to always **walk on** and **walk off** the bus,
NEVER RUN!
- c) You must **wear seat belts**, (if fitted)
- d) Once the **bus is moving**, you must **remain** in your **seat**
- e) There is no **eating** or **drinking** allowed on the bus
- f) Show your best behaviour and use appropriate language while on the bus.
- g) You must try to be **reasonably quiet** to allow your teacher's to **pass on instructions** to you

Remember it is our responsibility to make sure you are safe at all times.

It is of utmost importance to respect all these rules for you and those around you to be safe, and enjoy your field trips.

Vocational Student Guidelines

1. Students will be referred to as 'students' by staff recognising their status as young adults rather than children, pupils, boys, or girls.
2. Students will have their breaks in the vocational department area.
3. Students will take responsibility for the environment where they learn by:
 - *Keeping the rooms tidy.
 - *Returning things to the correct storage place.
 - *Maintaining tidy workshops.
4. Students will be encouraged to be independent and do various tasks and work assignments around the school as well the local community. All of the tasks will have some relation to their units of study and will be used as evidence for achieving their learning outcomes set by the awarding bodies, (Edexcel and Asdan). All tasks are geared towards students' personal and social development.
5. Interaction will be encouraged. Age appropriate behaviour is expected as they are young adults. Reasoning and explanations for negative behaviour will be challenged. There will be an emphasis towards self-responsibility and adult behaviour.
6. Students will attend planned internal or external work experience placements; agreed between vocational staff and internal/external organisations.
7. Students will have practical sessions wherever possible whilst undertaking their course; this will help to build confidence as well as enhancing their skill base.
8. Students must follow all Health and Safety Guidelines which are taught on all vocational programs.
9. Whilst on Work Experience, students need to work hard. They will be expected to be professional in their behaviour and attitude. There will be times when they will be dealing with customers and other members of the public, who they do not know. So they have to be polite and courteous. They will be expected to be both, on time and helpful during this process. There will

be observations of students work & performance that will be recorded and will be an important aspect of their final achievement.

10. Students must follow all of the vocational rules. If in any doubt they should ask their teacher for advice.

11. Mobile phone use is discouraged throughout the school. Should an emergency call be necessary, school phones are available for student use.

Discipline policy

GOALS

The most important purpose of education is providing students with an environment where they can academically thrive. We, in the Vocational Department in Dasman Model School, we pursue quality in education, which entails that we instill in students the love of learning, a sense of responsibility, positive self-esteem, and togetherness. Students are, thus, under the obligation of making choices that would make their being with others an enriching experience

PHILOSOPHY

Discipline is a collective effort where parents, students, and teachers collaborate to promote civilized interaction, where handling situations that involve being with others, is a skill that makes of them sociable, and effective contributors to what happens around them. That being said, erring is a natural part of growth. Our objective is that our students acquire the skill to reflect on their actions and differentiate right from wrong, a mechanism that will enable them to build on good actions, and avoid the bad ones. Positive behavior is, thus, the major drive behind adopting an approach to discipline which encourages understanding of the behavior and remediating to it, rather than conveying the wrong impression(punishment), which might result in the wrong effect.

STUDENT STANDARDS OF BEHAVIOR

In order to show respect, maintain safety, and focus on learning, I will:

1. Follow directions the first time.
2. Speak using polite language, volume, and tone.
3. Keep hands, feet, and objects to myself.
4. Be where I am supposed to be.
5. Take care of school property and personal belongings.
6. Walk quietly in the hallways so I do not disturb other classes.

DISCIPLINARY ACTIONS

Despite the fact that most students respect these guidelines, there are times when misbehavior necessitates intervention and consequences. Teachers use a number of techniques and strategies to address misbehavior. Once these strategies fail to remediate to the issue, it is imperative that additional action be taken in the form of consequences, which goes hand in hand with a positive behavior reinforcement approach.

Description of Expectations:

Classroom Behavior

- Students are expected to listen and follow all teacher directions.
- Possible consequences: Staff/student conference, referral to the administration, parent/guardian Notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Behavior in Halls

- Students are to walk quietly in an orderly fashion through the halls at all times. This quiet will be respected during the Instructional school day and with consideration for others who are working.
- Possible consequences: Staff/student conference, referral to the administration, parent/guardian Notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Behavior in Restrooms

- Students are expected to respect the rights of others and act responsibly in restrooms. Any misuse of towels, toilet paper, Soap, defacing of restroom facilities, and the like, constitutes destruction of property.
- Possible consequences: Staff/student conference, loss of independent restroom privileges, supervised restroom visits, referral to the administration, loss of recess privileges, parent/guardian contact, parent/guardian meeting, in-school suspension, suspension

Behavior during lunch break

- Lunch Break should take place in a safe, comfortable, inviting, and clean environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given, and practice good manners.
- Possible Consequences: Verbal warning, move to an assigned seat, exclusion from the lunch break; suspension

Behavior on Playgrounds/Recess

- The playground should be a safe, pleasant, friendly environment where all interactions between students and adults are respectful. Students are expected to follow directions the first time they are given. They must walk in an orderly fashion to the playground, use the equipment responsibly, show respect for others by using appropriate language and leave the playground only when permission is given by an adult in charge.
- Possible Consequences: Verbal warning, recess privileges contained to an assigned area, staff/student conference, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension

Behavior on Bus

- The same standards of behavior that apply at school also pertain at the bus stop or while boarding, riding and unloading school busses. Students must respect the rights of others and must not pose a threat to anyone's safety. Students must not distract the bus driver.
- Possible Consequences: Staff/student conference, referral to the administration, loss of recess privileges, parent notification, parent/guardian meeting, assigned bus seat, loss of bus privileges, in-school suspension, and suspension

Behavior During School Sponsored Activities/Field Trips

- Students are expected to conduct themselves in a respectful and responsible manner during school sponsored activities, programs and field trips. Behavioral expectations are consistent with school policies.
- Possible Consequences: Staff/student conference, removal from activity, referral to the administration, parent/guardian notification, loss of recess privileges, in-school suspension, exclusion from future activities, suspension

Excessive Tardiness, , Leaving School Without Permission

- Students must be on time for school and in their classrooms by 7: 30 a.m.; missing the bus and oversleeping are not excused reasons for being late to school. Students are to remain on school grounds in their scheduled classroom locations unless written permission for early dismissal has been provided to the school by a parent/guardian.
- Possible Consequences: Parent/guardian notification, referral to the administration after three unexcused tardies verbal notification, written parent notification, parent/guardian conference at school,

Dress

- Students are under the obligation to come to school in their school uniform. Failing to do so repeatedly might constitute a source of concern.
- Possible Consequences: Staff/student conference, parent notification, referral to the administration, loss of recess privileges, parent notification, parent/guardian meeting, in-school suspension, suspension

Fighting/Physical Aggression

- This includes: play fighting, pushing, wrestling, hitting, punching, shoving, kicking, slapping, spitting or throwing harmful objects, etc. involving two or more people. It is any form of physical confrontation.
- Possible Consequences: Staff/student conference, referral to the administration, parent/guardian notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension parent/guardian meeting, in-school suspension, suspension, recommendation for expulsion

Incendiary Devices

- This is the possession of firecrackers, matches, lighters, or any other object which has potential to start a fire.
- Possible Consequences: Staff/student conference, confiscation of item, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion

Physical Attack on Staff or Fellow Student

- This includes any aggressive physical battery on staff member or person. This includes any physical contact (hitting, touching angrily, pushing, shoving, kicking, biting, etc.,) in an aggressive manner with the intent to do harm.
- Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, in school suspension, suspension, referral to law enforcement, recommendation for expulsion

-

Threats and/or Verbal Abuse

- This includes any overt or implied verbal or physical threat. Examples include, but are not limited to, telling someone that you will hurt them whether in jest or as a serious suggestion, any conversation or discussion where you suggest action that will cause physical harm to someone, suggesting property destruction, and the like.
- Possible Consequences: Staff/student conference, referral to the administration, parent notification, parent/guardian meeting, loss of recess privileges, in-school suspension, suspension, recommendation for expulsion

Teasing, Verbal or Non-Verbal

- This includes name-calling, put downs, making fun of the way someone talks or walks, making fun of someone's clothing or customs. Non-verbal examples include making faces, drawing inappropriate pictures, poking or pointing, and inappropriate hand gestures.
- Possible Consequences: Staff/student conference, referral to the administration, personal apology to student who was teased—a letter of apology from the teaser must be signed by the teaser's parent(s) and returned to school the next day, loss of recess privileges, in-school suspension, suspension

Adapted from Garret School- USA

Declaration Signatures

I have read, understood and agree to follow the guidelines and expectations in the *Student Handbook*.

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____

Homeroom Teacher: _____

Vocational Class: _____