

Student/Parent Handbook 2025-2026



PARENT/STUDENT HANDBOOK

I. INTRODUCTION AND WELCOME

[Welcome from the Director](#)

[Welcome from the Division Principals](#)

[Vision International School: Mission Statement](#)

[Vision International School: Vision Statement:](#)

[Expected Learning Results](#)

II. ATTENDANCE

[Arrival of Students](#)

[Late to School -- Tardiness](#)

[Dismissal of Students](#)

[Early Departure from School](#)

[Absences from School](#)

III. SCHOOL FEES AND FOOD SERVICES

[Tuition and Additional Fees](#)

[Bus Transportation](#)

[Canteen/Lunch and Snacks](#)

[Snack/Food Policy](#)

[VIS Healthy Eating Guidelines](#)

[The Traffic Light System](#)

IV. CURRICULUM AND LEARNING

[Overview](#)

[Literacy](#)

[Math](#)

[Science and Social Studies](#)

[Information and Communication Technologies](#)

[Music, Visual Arts, and Physical Education](#)

[Arabic/Islamic Studies/Qatar History](#)

V. STUDENT SUPPORT SERVICES

[Guidance Counselors](#)

[Learning Support and English Language Specialist Teachers](#)

[School Nurse](#)

[Learning Assistants](#)

VI. ACADEMIC ACHIEVEMENT: ASSESSMENT & REPORTING

[Academic Achievement](#)

[Standardized Testing: Baseline Assessments](#)

[Fountas and Pinnell Reading Assessment](#)

[Parent Conferences](#)

[Student-Led Conferences](#)

[Student-Led Conference Portfolios](#)

[Promotion or Retention](#)

[High School Credit Recovery](#)

[High School Course Plan](#)

[Report Cards](#)

[VII. AFTER SCHOOL STUDENT ACTIVITIES](#)

[After School Activities](#)

[Attendance](#)

[Behavior](#)

[Pick Up](#)

[Parental Permission](#)

[VIII. VISION PRIDE \(Comprehensive Approach to Behavior Management\)](#)

[Logical Consequences/Solutions](#)

[Student Management Guidelines](#)

[IX. HEALTH AND IMMUNIZATIONS](#)

[Health](#)

[Immunizations](#)

[Allergies](#)

[Medication](#)

[Head Lice](#)

[Toilet Training](#)

[X. SAFETY AND EMERGENCIES](#)

[Security](#)

[Emergency Communications](#)

[Emergency/Fire Drills](#)

[Heat Index Red Flag Warnings](#)

[Child Protection Practices and Procedures](#)

[XI. SCHOOL FACILITIES](#)

[Library](#)

[XII. COMMUNICATION RESOURCES](#)

[Parent Communication](#)

[Change of Contact Information](#)

[Channels of Communication](#)

[Academic/Behavioral Concerns](#)

[School Attendance/Transportation/General Inquiries](#)

[Messages to Students](#)

[XIII. TECHNOLOGY](#)

[Technology Acceptable Use Policy \(AUP\)](#)

[VIS Email for Students](#)

[PlusPortals for Parents](#)

[XIV. GENERAL INFORMATION](#)

[Awards and Assemblies](#)

[Calendar](#)

[Cancellation of School](#)

[Cell Phone Policy](#)

[Dress Code](#)

[Field Trips](#)

[Fundraising](#)

[Homework](#)

[Lost and Found](#)

[Ramadan](#)

[School & Classroom Events](#)

[School Day](#)

[School Visitors](#)

[Vision International School Parent Association \(VISPA\)](#)

[Volunteers](#)

[Withdrawal from School](#)

[VISION INTERNATIONAL School + Parent + STUDENT Agreement](#)

I. INTRODUCTION

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

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

After eleven successful years and continued growth, Vision International School is now entering year twelve. Our diverse, international faculty of educators are excited to have the opportunity to provide our students with a world-class education. With each successive year, VIS has added a grade level; the result of which is now our current Preschool – Grade Twelve educational institution. We are proud to say that VIS will graduate our eight senior class at the conclusion of this 2025-2026 school year.

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

Welcome from the Director and Head of School

Dear Respected Vision International School Families,

A very warm welcome to the new school year at Vision International School! I'm excited to be part of this incredible community and work alongside each of you to make this year meaningful and inspiring for all.

The VIS Student/Parent Handbook is here to guide you through the school year, and I encourage you to take some time to review it with your child(ren). It's filled with important information that will support your child's success and set the tone for a fantastic year ahead.

As we begin our 12th year, we're thrilled to welcome over 1,200 students representing more than 25 different nationalities. This diverse, global community is what makes Vision International School such a special place, and we're excited to build on this vibrant energy. Our PK through Grade 12 campus includes wonderful resources like a well-stocked library, a gymnasium, music rooms, art studios, STEAM labs, a swimming pool, and even a video production room.

I'm also excited to introduce our fantastic academic leaders:

- Ms. Charlie, who has stepped into the role of Principal for the EC/ES Division, bringing both passion and experience to our youngest learners.
- Ms. Mona, our new Girls' Division Principal, who brings with her many years of school leadership experience. We're thrilled to have her support our girls in this important role.
- Ms. Samar, continuing as Boys' Division Principal, where her leadership and dedication continue to strengthen our boys' program.
- Ms. Arwa, who has joined us as the Assistant Principal for EC/ES, bringing invaluable experience to help build a strong foundation for our younger students.
- Ms. Chenese, who is serving as the Director of Curriculum, Instruction, and Innovation, leads efforts to keep our educational programs dynamic and responsive for all of our students.

We know there are many options when it comes to your child's education, and we are deeply grateful that you've chosen Vision International School. We don't take this responsibility lightly, and we're committed to providing a nurturing environment where each student can thrive. Together, we'll guide our learners to become socially responsible and globally-minded individuals.

All of us are here to support you, so please feel free to reach out with any questions or just to connect. I look forward to working closely with each of you to make this school year a successful and rewarding one.

Warmly,
Elizabeth Fennell
Director and Head of School

Vision International School: Mission Statement

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

Vision International School: Vision Statement

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

Expected Schoolwide Learning Results

ESLR	Element
Compassionate Leader:	
Critical Thinker:	
Globally Minded	
Collaborative Learner	

Collaborative Learner

A Collaborative Learner works well with others, values diverse perspectives, and contributes to shared goals. They listen actively, communicate respectfully, and recognize the importance of teamwork in achieving success.

Key Attributes:

- Works well in teams and groups.
- Respectfully listens and shares ideas.
- Values diverse perspectives and opinions.
- Actively contributes to collective learning.

Globally Minded

A Globally-minded learner values diversity, understands global interconnectedness, and embraces their role as a responsible citizen. They are curious about different cultures and aware of global issues and their impact.

Key Attributes:

- Respects and values cultural diversity.
- Understands global issues and challenges.
- Engages with a sense of responsibility and ethics.
- Actively contributes to their local and global communities.

Critical Thinker

Critical Learners are curious and seek to understand the "why". They use logic, creativity, and evidence to solve challenges in an analytical way, ask insightful questions, and make informed decisions.

Key Attributes:

- Asks insightful questions and seeks deeper understanding.
- Analyzes information critically and thoughtfully.
- Solves problems creatively and logically.
- Makes informed, evidence-based decisions.

Compassionate Leader

Compassionate leaders are attentive to others' needs, model positive behavior, foster inclusivity, and resolve conflicts peacefully, inspiring a sense of community and responsibility.

Key Attributes:

- Demonstrates emotional intelligence and understanding.
- Leads by example with kindness and inclusivity.
- Actively listens and shows empathy toward others.
- Resolves conflicts peacefully and motivates peers.

II. ATTENDANCE

Arrival of Students

Students may enter the campus beginning at 6:45 a.m., at which time supervision is provided by the school. For their safety, students are not permitted on campus before 6:45 a.m. as there is no supervision. Students in elementary and middle school arriving at school prior to 7:05 a.m. must go directly to the gender-appropriate canteen unless prior arrangements have been made with the student's classroom/first period teacher. Students will be permitted to enter classrooms at 7:05 a.m. Students should be dropped off at their specific gate, either (1) Boys' Division Main Entrance, (2) Girls' Division Main Entrance (3) EC Main Entrance. Once students leave their car, they are required to carry their own school backpacks and supplies.

Late to School & Tardiness

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

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

Students who arrive at school after 7:15 a.m. must get their late pass from the division office. Girls' Division gets theirs from the girls side and Boys' Division from boy side secretaries. The late pass is required for admission to class after 7:15 a.m.

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

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

Dismissal of Students

PK, KG1 and KG2 (EC) students are dismissed from their classrooms at 12:15 p.m. The doors to the Early Childhood entrances will be opened at 12:15 p.m. for parents and/or caregivers to collect their children. EC students must exit the school through the main entrance gate. EC children are expected to be picked up no later than 12:30 p.m., as there is no provision for supervision after that time.

Grades 1 and above students are dismissed Sunday-Wednesday from their classrooms at 1:45 p.m. On Thursday, our early dismissal time for all students is 12:15. Parents or caregivers may collect their children at the appropriate exits. Boys and girls without opposite-gender siblings are required to be picked up at their respective division gates. Students with opposite-gender siblings are the only group of students who can be picked up at the main entrance gate. Students who take the bus home should report directly to their assigned location.

Students registered for an after school activity are to report directly to the designated location for the activity. Faculty supervision of the campus ends at 2:00 p.m. Students not involved in a VIS after school activity should be off campus.

Early Departure from School

Learning at VIS is the priority and cannot take place if the student is out of school. In the exceptional circumstance that a student **MUST** leave school prior to the end of the school day (12:15 p.m. for EC students, and 1:45 p.m. for ES and MS/HS students) the parent must notify the school either by email or phone. Students who leave early during the school day must be accompanied by a parent or guardian, who has received a gate pass from school security at the main entrance gate. The school nurse may also require that a student leave school early due to illness. In the event this happens, the school nurse will contact the parent, and notify the administrative assistant from your child's division. Parents are strongly discouraged from scheduling doctor, dentist, or any other appointments during the school day; the priority during the school day is learning. Parents are expected to support their child's learning as the priority and schedule all other appointments outside of the regular school day.

Absences from School

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

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

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

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

Absence from Participation in Physical Education Class

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

Excessive Absenteeism

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

Excused Absences

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

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

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

Unexcused Absences

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

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

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

III. SCHOOL FEES AND FOOD SERVICES

Tuition and Additional Fees

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

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

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

Bus Transportation

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

Canteen/Lunch and Snacks

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

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

Snack/Food Policy

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

Food Allergies: If there is a student in a classroom with a severe food allergy, all members of the class will be notified so that parents can provide food free of that allergen (for example, no nut products, if there is a child with a nut allergy). The teacher will notify all class parents of any items that are not allowed. If a child brings an unsafe food item, the teacher will contact the parents to bring a replacement snack or obtain an item from the canteen (the parents will be charged).

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

VIS Healthy Eating Guidelines

Doing Our Part to Promote the Healthy Development of Your Child

Overview

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

Scope

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

Packed Lunches and Snacks for Children

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

Birthday Parties

Grades 2 through 5 birthday celebrations/parties falling in any given month are celebrated on the last Thursday of each month. In the case that this day is a holiday, then an alternative Thursday will be chosen. For any birthday party or special celebration in Grade 6 -12, special permission must be requested from the Division Principal. No birthday parties or celebrations should take place during the Holy month of Ramadan and can be celebrated after Eid.

All Early Childhood classes (PreK to Grade 1 students) may celebrate their birthday on the actual day. Parents must coordinate this with the homeroom teacher one week in advance of the celebration.

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

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

- Birthday cake is allowed.
- Other foods brought to class for the party should be from the *yellow* or *green* food groups.
- Parents are free to bring in birthday bags with non-food items inside such as crayons, games, or toys. This should be agreed upon with the teacher in advance.

IV. CURRICULUM AND LEARNING

Overview

Vision International School Curriculum offers a Preschool through Grade 12 American curriculum delivered in the English language. It is based on the Common Core State Standards, Next Generation Science Standards, and AERO Standards, along with appropriate international standards adapted to meet the mission of our school. Our curriculum is holistic and interdisciplinary in nature drawing on a wide-range of instructional resources, programs, and strategies all of

which are designed to provide students with “authentic learning” experiences; we guide students to engage in the authentic act of thinking and doing to solve real-world problems. We recognize that intellectual and personal character is developed through the acquisition and refinement of skills, processes, and values through all subject areas using a variety of learning experiences. English Language Arts, Math, Science,

Social Studies, ICT, Physical Education, Art, Music, Arabic language (for native speakers), Islamic studies (for Muslims), and Qatar History form the nucleus of our curriculum. Our middle school and high school students take elective courses based on their interests. We also offer a number of Advanced Placement options. Please refer to the VLS Program of Studies Guide for further information.

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

Literacy

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

Math

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

Science and Social Studies

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

Music, Visual Arts, and Physical Education

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

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

Arabic/Islamic Studies/Qatar History

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

V. STUDENT SUPPORT SERVICES

Guidance Counselors

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

Learning Support and English Language Specialist Teachers

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

School Nurses

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

Student Success Team (SST)

Trained specialists provide additional learning support within and outside of the classroom for any student deemed to be in need of assistance. Members of our SST staff include: Division Principals, Guidance Counselors, and Learning Support Specialist Teachers. This team works with classroom teachers and our

school's administration to ensure all our students' individual learning needs are adequately met. This group works together with students' classroom teachers to assess students' needs, suggest strategies, and develop/ implement student learning plans, which are then shared with parents.

Learning Assistants

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

VI. ACADEMIC ACHIEVEMENT: ASSESSMENT & REPORTING

Academic Achievement

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

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

Students in grades 3 - 12 are assessed using one comprehensive assessment that provides all the insights needed to guide literacy growth for emergent readers, struggling readers, and high achievers, whether you are testing in-person, remotely, or a combination of both. Star Reading measures students' knowledge and understanding of vocabulary, as well as their ability to apply vocabulary strategies. Star Math measures students' ability to add, subtract, multiply, and divide whole numbers, fractions, and decimals. This domain also covers primes, square roots, percents, and numerical expressions.

Fountas and Pinnell Reading Assessment

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

Parent Conferences

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

Student-Led Conference Portfolios

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

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

Promotion or Retention

Promotion of students shall proceed according to criteria published in school handbooks and in the information below. High school students will be required to earn a minimum number of credits each year, including passing Arabic, ELA, and Math, in order to be promoted. Middle School students must pass Arabic, ELA, Math, Science, and Social Studies in order to be promoted.

Retention shall not be implemented by the school for students below Grade 2. However, a mutually agreed upon retention decision made between the parents and school can be presented to the Ministry of Education for approval. If it is deemed in the best of the student, it may receive Ministry approval. For students in Grade 2 or above that do not meet the promotion criteria, retention may be implemented, rather a second session action plan.

Course Withdrawal

High School Students may withdraw from a course within the first 2 weeks of the new semester. In order to document the withdrawal and to ensure that the course attempt has been removed from the student's records/transcripts, a Course Withdrawal Form must be completed by the student, signed by the parent and course teacher, and then placed on file with the division principal who will confirm the withdrawal with the student and the academic records coordinator.

High School Credit Recovery Program

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

Students who do not earn a credit for a course due to incomplete work or a failure may be given the opportunity to recover the credit by participating in credit recovery during their school day, enrolling in the same course the following year, or may be advised to complete a summer school credit (at a cost to the parents). In order for either of these options to take place:

- A recommendation will be made by the school based on a perceived need for the credit
- Permission will be granted by the Division Principal and Head of School in writing using [Credit Recovery Form](#)
- For credit recovery by enrolling in the course the following year, both grades will appear on the transcript, but only the higher grade will count towards the Grade Point Average
- For Summer Second Session credits, the student must provide a completed unit of study as assigned by the school administration or teacher, prior to the next academic year beginning.
- For an online course, it must be from an accredited institution and meet the course credit requirements of VIS.
- For credit recovery during their school day, the student should meet with their Principal and Counselor to ensure the recovery time is built into their schedule.
- Only 1 credit recovery will be permitted per academic year

High School Course Plan

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

Report Cards

All of our students receive report cards at the end of each semester grading period. PK and KG1 report cards reflect 36 developmentally appropriate objectives and standards from the Creative Curriculum. The Elementary (KG2-5), Middle (6-8) and High School (9-12) report cards reflect the academic achievement which is evaluated based on grade-level standards and is reported for all subject areas. The area of “learning skills” is also evaluated using a developmentally appropriate rubric. A section for teacher comments provides additional detailed information.

Progress Reports

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

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

VII. AFTER SCHOOL STUDENT ACTIVITIES

After School Activities

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

Attendance

By signing up for an activity, a student is committing to attend all classes during that six week session. Places are limited, and students who miss more than two classes may be asked to vacate their place to allow someone else to join the class.

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

After School Activity Behavior

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

Pick Up

Grades 1-12 students engaged in ASAs must be collected from the front of the school by 2:30p.m. on ASA days. Students who are picked up consistently late will be removed from the ASA.

Parental Permission

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

VIII. BEHAVIORAL EXPECTATIONS

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

Vision Pride in combination with our Learner Support Guide is a comprehensive behavior management system that is a proactive, restorative approach to establishing school systems needed to build a community of learners to ensure that students learn to be responsible, safe, and respectful. This year, we have developed a Learner Success Guide that will serve as a way to monitor and address learner behaviors. This guide will make it clear what the consequences or next steps will be if a learner has a behavioral issue or concern. We want our learners to be as successful as possible and recognize it is our responsibility to communicate, teach, and support them as they continue to grow and learn.

Student Management Guidelines

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

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

PBIS

Positive Behavioral Interventions and Supports (PBIS) is a system used to identify and support desired behaviors in the school setting. In grades Prek-12 desired behaviors are identified, directly taught, and reinforced with positive verbal communication. To learn more please visit

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

IX. HEALTH AND IMMUNIZATIONS

Health

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

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

Immunizations

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

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

Allergies

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

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

Medication

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

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

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

- Prescription medication should be brought directly to the clinic by the parent/guardian, and **MUST** be in the original prescription bottle with the following:
 - student's name
 - medication name
 - correct dosage
 - time of medication
- All changes in prescription dosage must be accompanied by a newly labeled bottle or letter from the doctor indicating the changes.

Head Lice

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

Toilet Training

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

If a child has more than three toilet accidents at school within a one week period, parents will be sent a “warning letter,” in which they are given five school days to see improvement. If the child has more than three accidents during this “warning” period, the school will need to schedule a meeting to discuss options regarding the child continuing to attend our school until toilet training is complete.

X. SAFETY AND EMERGENCIES

Security

In cooperation with the school's contracted security personnel and the local Qatari Police and Civil Defense departments, we provide 24-hour security services to ensure that all people, buildings and grounds are kept safe and secure. In case of an emergency, the security guards have access to a telephone. All entrances, grounds, hallways and public spaces are monitored by CCTV. Footage from these cameras is maintained according to Ministry policy. All VIS staff wear their ID badges while on campus. This makes them easily identifiable to students and parents.

Emergency Communications

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

Emergency Drills

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

Heat Index Red Flag Warnings

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

Two typical occasions for that are:

1. Heat: Depending on the temperature/humidity index, according to [accuweather.com](https://www.accuweather.com)
 - a. When the heat index reaches 33°C - 37°C, outdoor activities are allowed with restrictions. Teachers keep students in shaded areas.
 - b. When the heat index reaches 38°, all outdoor activities are prohibited.
2. Air Quality: When dust levels are too high, outdoor activity will be curtailed.

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

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

XI. SCHOOL FACILITIES

Library

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

The goal of our Library Program supports nurturing literacy development, critical thinking, research skills, and a love for reading. There is a curriculum to support the development of learning outcomes. The

Librarian meets weekly with Early Childhood and Elementary Grade Students, provides support for Middle School Students, and serves as a resource for teachers. The library is also available for all grades to schedule additional time for research and related activities.

XII. COMMUNICATION RESOURCES

Parent Communication

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

Change of Contact Information

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

Channels of Communication

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

For the safety, security, and overall wellbeing of our students, parents are not permitted to visit classrooms during the school day. This measure ensures a controlled learning environment and supports our safeguarding protocols.

Parent Concerns

- Questions about your child's learning should first be directed to the child's teacher. Please work with your child's teacher to get the desired information or resolution to a concern. Many concerns are the result of a misunderstanding or miscommunication and can usually be resolved with a conversation between teacher and parent.

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

School Attendance/Transportation/General Inquiries

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

Messages to Students

Teachers communicate with students and parents electronically via PowerSchool, Class Dojo, and Google Classroom.

XIII - TECHNOLOGY

Technology Acceptable Use Policy (AUP)

VIS students have access to iPads and MacBooks for school purposes. All devices on campus are subject to inspection by the ICT staff at any time. Students in Grades 6–12 are required to bring their own personal device (laptop or tablet) to school each day to support learning and classroom activities. Devices should be charged and ready for use at the start of the school day. During inspection the ICT department reserves the right to insist that any software that is detrimental to learning be removed. This includes the use of VPNs. VPNs are not allowed to be installed on personal devices that are being used at school. Other technologies used within VIS are Interactive Whiteboards (e.g., Promethean Boards), Apple TVs, scanners, and cameras. Students may bring their own assistive technologies, as approved. Please make sure to send your learner in grades 6-12 to school with their own device each day as we will not be “loaning” them out.

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

[BYOM Letter to Parents in English](#)

[BYOM letter to parents in Arabic](#)

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

VIS Email for Students

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

PlusPortals for Parents

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

XIV - GENERAL INFORMATION

Awards and Assemblies

At the end of each quarter, VIS holds an awards assembly for the purpose of recognizing students who, in their division, have excelled in a variety of categories for grades 6-12. At the end of each month, Early Childhood and Elementary hold an awards ceremony to recognize students with the Vision Pride Award.

Parents will be contacted in advance and invited to attend the awards assemblies.

Calendar

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

Cancellation of School

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

Cell Phone Policy

Students are not allowed to have cell phones or bluetooth devices visible (from the moment they step from their drop-off vehicle) throughout school hours. To be clear, cell phones must be out of sight for the entire day except for dismissal time. We find cell phones to be a major disruption to the learning process and we ask parents and guardians to support us in this policy.

Consequences of Using Cell Phone

See the attached [Learner Success Guide](#) for information on consequences for cell phone usage.

Dress Code

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

All school uniform clothing is expected to be labeled using a permanent marker with the child's full name and

class on the small tag located on the inside of the clothing.

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

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

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

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

Field Trips

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

Fundraising

All fundraising projects are reviewed before being approved by the school administration, and receive approval from the Ministry of Education. Collection and distribution of money to a specific organization requires final oversight by the school's finance department.

Extended Learning

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

Lost and Found

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

Ramadan

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

manner as is customary throughout the entire school year.

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

Class Placement Policy

Class placements at Vision International School are determined thoughtfully and professionally. The school considers each student's academic and social needs while maintaining balanced and effective classroom environments.

Class and teacher assignments are final. Requests for specific teachers or changes to class placements will not be accepted. Any adjustments will only be considered in exceptional circumstances and solely at the discretion of the school leadership.

School & Classroom Events

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

- Assemblies: Parents are welcome to attend the majority of our assemblies.
- Special Events: The school has many special events to celebrate local holidays, student learning, and our international student body.
- Classroom Parties: Classes and/or grade levels may hold parties subsequent to approval by the school's administration. Class parties are most commonly held to celebrate the accomplishment of a

goal or project completion. *Nuts should not be brought to classroom celebrations due to the risk to the health and safety of our food-allergic students.* Please refer to the linked sections for more information on food allergies at VIS: [Allergies](#) and [Snack/Food Policy](#).

- ✓ Cakes must be nut-free. *Decorations and balloons are not allowed, but you may bring party*

bags.

- ✓ For children with food allergies, the classroom teacher will notify the parents as soon as the party is scheduled so that parents can provide an allergy-safe cupcake or treat for their child.
- ✓ Birthday invitations for parties outside of school must be distributed to the **entire class**. If the invitations are not for all students, then NONE of the invitations will be distributed. As a school community, ALL or none of the students are invited.

School Day

The “learning day” at VIS begins at 7:15 a.m. All students are expected to be in class ready for school at 7:15 a.m. The school day ends at 12:15 p.m. for our Early Childhood (EC) program. Dismissal for Elementary, Middle, and High School students is at 1:45 p.m. Timings will change during the Holy Month of Ramadan.

School Visitors

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

Vision International School Parent Association (VISPA)

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

Volunteers

VIS appreciates and encourages parents to volunteer at school. For volunteering opportunities, please contact the VIS administration office for additional information.

Withdrawal from School

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

Exit or transfer documents are prepared for students permanently leaving VIS within 7 days of receiving the completed withdrawal notification. These documents will include past school records such as a student’s

report cards and standardized test scores. Exit/transfer documents will not be released until the student has completed the checkout process and has returned all textbooks/workbooks, library books, and other materials belonging to the school. All tuition fees, plus any fees for lost or damaged textbooks and library materials, must be paid in full before exit documents are issued to the parents, or before the student is transferred within the Ministry of Education system.

Parent and Student Agreement

This original agreement, signed by all parties will be stored in the offices of the division principals. This document may be amended at any time and an amended copy will be provided to all students and parents.

Effective agreements occur when all parties understand their responsibilities and agree to work together toward the same goals, as detailed in this home-school agreement, which applies to all staff, parents and students:

THE SCHOOL WILL:

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

AS PARENTS, WE WILL:

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

AS A STUDENT, I WILL:

- Have excellent school attendance and arrive on time for learning each day.
- Arrive at school prepared for learning with all of the materials and supplies needed.
- Complete my classwork and homework to the best of my ability.

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

Student Name (printed): _____

Date: _____

Student Signature: _____

Parent/Guardian Name (printed): _____

Date: _____

Parent/Guardian Signature: _____

Teacher/VIS Representative Name (printed): _____

Date: _____

Teacher/VIS Representative Signature: _____