



ZAH RAT AL-SAHRA'A INTERNATIONAL SCHOOL

STUDENT'S HANDBOOK

ACADEMIC YEAR 2019 - 2020

MISSION

OUR MISSION IS TO EQUIP YOUNG LEADERS WITH SUPERLATIVE KNOWLEDGE AND ADAPTABLE SOCIAL SKILLS THROUGH CONTRIBUTION, UPDATED TECHNOLOGY AND RESOURCES, ENTHUSIASM, CONSCIENTIOUSNESS, COMMITMENT, AND QUALITY ASSURANCE.

STUDENT AND PARENT ACKNOWLEDGMENT

THIS HANDBOOK HAS BEEN WRITTEN TO HELP OUR STUDENTS GAIN THE GREATEST POSSIBLE BENEFIT FROM ZAH RAT AL-SAHRA'A INTERNATIONAL SCHOOL. WE SEEK YOUR HELP AND COOPERATION IN REVIEWING THE INFORMATION CONTAINED WITHIN THE HANDBOOK FOR BETTER UNDERSTANDING OF OUR RULES AND REGULATIONS. BY SIGNING ON THE STUDENT ACKNOWLEDGMENT FORM, THE PARENT(S) WILL ACKNOWLEDGE RECEIPT OF THE HANDBOOK AND CERTIFY THAT THEY HAVE READ AND DISCUSSED ITS CONTENTS.

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Description

Zahrat Al Sahara'a International School is an accredited AdvancED school that follows the "American High School Diploma" course structure. The school anticipates providing quality education and unique environment to all our students. Students from G9 through G12 receive the credits needed to apply to any university worldwide.

Ever since it knew its dawn in 1988, ZSIS has been improving the performance of its students and insuring an overwhelming success in the teaching-learning process in various ways that match the needs of the parents, staff, students, and whoever else is involved in its learning environment.

ZSIS has made painstaking efforts to involve all its stakeholders in the establishment, understanding of and commitment to the mission statement it firmly holds.

Vision

In ZSIS we believe that:

Adaptable social skills are required to help each individual accommodate with new experiences. This is achieved through accurately planned activities (both curricular and extracurricular).

All individuals must be treated based on equality. Members of staff, students, and parents must all feel and understand that they are receiving fair treatment in order to ensure their comfort, which in return will contribute to a positive learning atmosphere.

Superlative knowledge is translated into average to high scores, excelled academic performance, and adequate general knowledge.

Updated technology and resources are essential to maintain high quality education that ensures that each student at ZSIS is ready to succeed in other schools or even colleges.

Every child and adult must seek knowledge. We can only achieve this by inducing the love of learning into our students' minds. With challenges and rewards, activities and encouragements, students can reach a satisfactory level of enthusiasm.

Quality assurance and conscientiousness go hand in hand as each individual works with loyalty, integrity, sincerity, consistency, and reliability.

Academic Honor Code

(An adaptation of the Columbia University Honor Code)

As part of the preparation of our students for academic success, Zahrat Al-Sahra'a International School (ZSIS) promotes the highest academic standards.

I have read the Academic Honor Code, and will undertake my academic work with honesty and integrity. In order to promote honesty, fairness, and academic integrity within the ZSIS community, I hereby pledge to abide by the standards of academics and conduct outlined below:

I will fully participate in the academic life of the school by understanding course requirements, and by setting forth my best efforts in completing all assignments and exams according to the guidelines and procedures established by faculty and administration.

I will dedicate adequate time to my studies by effectively managing conflicts between my academic responsibilities and other commitments.

I will communicate responsibly with faculty and administrative staff about matters that affect my ability to participate as expected in my classes and other school activities.

I will recognize the diversity of ZSIS and understand that civil conduct is expected to guide interactions between all constituents of the school: students, faculty, and administrative staff. ZSIS students are ambassadors for the school and should behave accordingly in professional and academic settings.

I understand that the commission of criminal acts against ZSIS students, the campus, or its employees is considered a violation of the Academic Honor Code.

I will read and abide by the Honor Code, and will undertake my academic work with honesty and integrity. I will submit original work and will properly attribute any and all ideas that are not my own according to established academic procedures.

I will not give or receive unauthorized aid on any assignment or exam. I will not cheat or plagiarize while enrolled at ZSIS, nor will I cheat or plagiarize while representing ZSIS in extracurricular activities.

Academic work includes all graded assignments such as papers, essays, speeches, exhibits, examinations, tests, labs, problem sets, and other graded homework assignments.

If graded together with other students in study groups, I pledge to contribute to my fullest capacity. I will not seek unauthorized help outside my study group, unless specifically authorized by the faculty member.

Academic Profile

Curriculum Outline

Zahrat Al Sahra'a is an institution that prepares international learners based on the core standards of the American curriculum.

The administration teamwork and unique spirit facilitate the educational process and help parents in finding solutions to all their queries.

The building supervisors monitor the students throughout the day.

Our teachers are highly qualified and accomplished educators.

In addition, our on-going professional training programs reinforce our teachers with up-to-date educational trends.

Standardized Tests

TOFEL and SAT are international examinations that each student takes at the end of the school and before applying to University.

This means that every student by G12 should have passed these exams to be an eligible candidate for freshman year at university.

MAP tests (Grades 4 to 7) and PSAT 8/9 (Grades 8 and 9) are also administered twice each year.

PSAT 10 is administered once a year for 10th graders, whereas Grades 11 and 12 are expected to take SAT I, and SAT II respectively.

The school provides its students with well-organized, high-standard courses in order to prepare them for the above exams.

Extra-Curricular Activities

To bring out the best of our young pupils, their inclinations or hobbies are further boosted and encouraged through innumerable organized activities. These include*:

- Trips to amusement parks; Museums, Educational centers, Factories, etc.
- Startup activities include morning exercise, Quran recitation, and “Do you know” facts in the first ten minutes of every school morning.
- Extended activities include projects, model making, plays, poetry recitations and Quran recitations.
- Students are also involved in fun activities such as creative-costumes, sports day, painting and trips.

To make such activities a conclusive and memorable part of education, the teachers always work hand in hand with the administration.

**Activities are customized according to the age group and gender.*

Organizational Profile

Building Hours

Zahrat Al-Sahra’s facilities are open 7:20 a.m. – 2:30 p.m.

The building must be vacated by 2:30 p.m., exceptions include students involved in activities under the direct supervision of a ZSIS employee or authorized sponsor.

Ensure that transportation is arranged and students are picked-up by 2:30 p.m. when the main doors are closed.

Back-up plans should be considered. Students are not authorized to admit anyone to the building.

Bell Schedules

Grade 1				
Sunday	Monday	Tuesday	Wednesday	Thursday
7:45-8:30	7:45-8:30	7:45-8:30	7:45-8:30	7:45-8:30
8:30-9:15	8:30-9:15	8:30-9:15	8:30-9:15	8:30-9:15
9:15-10:00	9:15-10:00	9:15-10:00	9:15-10:00	9:15-10:00
Meal & Break 10:00-10:40	Meal & Break 10:00-10:41	Meal & Break 10:00-10:42	Meal & Break 10:00-10:43	Meal & Break 10:00-10:44
10:40-11:20	10:40-11:30	10:40-11:20	10:40-11:30	10:40-11:30
11:20-12:00	11:30-12:15	11:20-12:00	11:30-12:15	11:30-12:15
12:00-12:40	12:15-1:00	12:00-12:40	12:15-1:00	12:15-1:00
12:40-1:20	1:00-1:45	12:40-1:20	1:00-1:45	1:00-1:45
1:20-2:00	-	1:20-2:00	-	-

Grades 2 and 3				
Sunday	Monday	Tuesday	Wednesday	Thursday
7:45-8:30	7:45-8:30	7:45-8:30	7:45-8:30	7:45-8:30
8:30-9:15	8:30-9:15	8:30-9:15	8:30-9:15	8:30-9:15
9:15-10:00	9:15-10:00	9:15-10:00	9:15-10:00	9:15-10:00
Meal 10:00-10:15	Meal 10:00-10:15	Meal 10:00-10:15	Meal 10:00-10:15	Meal 10:00-10:15
10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00	10:15-11:00
Break 11:00-11:20	Break 11:00-11:25	Break 11:00-11:20	Break 11:00-11:25	Break 11:00-11:25
11:20-12:00	11:25-12:15	11:00-11:45	11:25-12:15	11:25-12:15
12:00-12:40	12:15-1:00	11:45-12:30	12:15-1:00	12:15-1:00
12:40-1:20	1:00-1:45	12:30-1:10	1:00-1:45	1:00-1:45
1:20-2:00	-	1:10-1:50	-	-

Grades 4 to 12				
Sunday	Monday	Tuesday	Wednesday	Thursday
7:45-8:15	7:45-8:25	7:45-8:15	7:45-8:25	7:45-8:25
8:15-9:00	8:25-9:05	8:15-9:00	8:25-9:05	8:25-9:05
9:00-9:45	9:05-9:45	9:00-9:45	9:05-9:45	9:05-9:45
9:45-10:30	9:45-10:30	9:45-10:30	9:45-10:30	9:45-10:30
Break 10:30-11:00	Break 10:30-11:00	Break 10:30-11:00	Break 10:30-11:00	Break 10:30-11:00
11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45
11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30
12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10
1:10-1:50	1:10-1:50	1:10-1:50	1:10-1:50	1:10-1:50
1:50-2:00	1:50-2:00	1:50-2:00	1:50-2:00	1:50-2:00

Grades 4 to 7				
Sunday	Monday	Tuesday	Wednesday	Thursday
7:45-8:15	7:45-8:25	7:45-8:15	7:45-8:25	7:45-8:25
8:15-9:00	8:25-9:05	8:15-9:00	8:25-9:05	8:25-9:05
9:00-9:45	9:05-9:45	9:00-9:45	9:05-9:45	9:05-9:45
9:45-10:30	9:45-10:30	9:45-10:30	9:45-10:30	9:45-10:30
Break 10:30-11:00	Break 10:30-11:00	Break 10:30-11:00	Break 10:30-11:00	Break 10:30-11:00
11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45
11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30
12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10
1:10-1:50	1:10-1:50	1:10-1:50	1:10-1:50	1:10-1:50
1:50-2:00	1:50-2:00	1:50-2:00	1:50-2:00	1:50-2:00

Grades 8 to 12				
Sunday	Monday	Tuesday	Wednesday	Thursday
7:45-8:15	7:45-8:25	7:45-8:15	7:45-8:25	7:45-8:25
8:15-9:00	8:25-9:05	8:15-9:00	8:25-9:05	8:25-9:05
9:00-9:45	9:05-9:45	9:00-9:45	9:05-9:45	9:05-9:45
9:45-10:30	9:45-10:30	9:45-10:30	9:45-10:30	9:45-10:30
10:30-11:15	10:30-11:15	10:30-11:15	10:30-11:15	10:30-11:15
Break 11:15-11:45	Break 11:15-11:45	Break 11:15-11:45	Break 11:15-11:45	Break 11:15-11:45
11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30	11:45-12:30
12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10
1:10-1:50	1:10-1:50	1:10-1:50	1:10-1:50	1:10-1:50
1:50-2:00	1:50-2:00	1:50-2:00	1:50-2:00	1:50-2:00

Student Code of Conduct

The ZSIS Code of Student Conduct is available online.

Students will receive an acknowledgement form to return to school.

The code details school policy to which all ZSIS students must comply.

Students and parents should read the code carefully in order to fully understand the rights and responsibilities explained therein.

We expect students to exhibit exemplary behavior at all times.

Misbehavior at any time including bullying, cyber bullying, etc. that interferes with a student's education or substantially disrupts school operation is prohibited.

In order to preserve our unique culture and climate, ZSIS adopts a no tolerance policy for misbehavior and will pursue disciplinary action to the full extent in accordance with ZSIS's Code of Student Conduct.

Eating Areas

Students are allowed to eat in common spaces throughout the campus.

This privilege is dependent upon the continued cooperation of all students in keeping eating areas free of trash. All trash must be disposed in the appropriate containers.

Eating in the classroom is at the teacher's discretion.

Courtyard Use

Students are allowed to use the courtyard during breaks as well as before and after school.

Students are asked to conduct themselves respectfully and maintain a reasonable volume level as not to interrupt tutorials and meetings that occur in classrooms.

Use of the courtyard during instructional periods is limited and allowed only with teacher supervision

Closed Campus Policy

Students may not leave school for any reason (other than for an approved school-sponsored activity) without checking out through the attendance office.

These checkout procedures must be followed, even if parents know the student is leaving.

Any and all exceptions must include written permission submitted in advance by the parent or guardian.

Students who leave campus without following these procedures will be subject to disciplinary action.

Telephone Use

For emergency purposes, see an administrator or front office staff member for phone use.

Personal Items

Substantial amounts of cash should not be brought to school.

Expensive or irreplaceable jewelry should not be worn to school.

The use of electronic equipment is prohibited in the classroom unless authorized by the teacher.

If the unauthorized use of these items occurs, the items may be confiscated.

Lost Items

If you have lost a textbook or personal item, report it to the Student Conduct Officer; this will serve as proof of the theft.

If you find an item that does not belong to you, give it to a supervisor.

Student Dress Code

School dress and grooming shall be modest and decent.

Apparel or appearance, which trends to draw attention to the individual rather than learning, must be avoided.

Clothing should be size appropriate.

In matters of opinion, the judgment of the school administration will prevail.

The following guidelines and restrictions are applied and enforced with due consequences for non-adherence.

- All students are expected to wear a clean and tidy uniform.
- Girls from Grade 7 and up are required to wear an Abaya when entering or leaving the school premises.
- Use of perfume and cologne is acceptable within reason that they should not be strong enough to deviate attention.
- Shoes must be worn at all times.
- No jewelry, hats, bandanas or other inappropriate headgear will be worn in the building. Hats will be taken and held.
- Clothing with vulgar, profane or offensive statements or clothing that advertises tobacco is unacceptable and may not be worn on campus.
- Clothing should not have holes and pants should not be worn off the hips or oversized.
- Unusual hairstyles that disrupt the educational process should not be worn.
- Any type of apparel that is “suggestive” in nature, by either sex, is unacceptable.
- Dress that could disrupt the educational process or compromise the safety of students and staff is forbidden. This list includes but is not limited to the following: exposed undergarments, exposed cleavage, shirts that show midriffs and sheer/see-through garments.

Attendance

School attendance, according to the updated Saudi Ministry of Education regulations, is the full physical attendance of the student from 7:30 a.m. until 2:00 p.m.

Bear in mind that students should not be dropped off earlier than 7:00 a.m.

Students will be counted “late” if they are not in their classes at 7:50 a.m.

Please take into consideration that a student’s late arrival will distract the class.

Also, your child might miss some explained materials in case his/her tardiness was unexcused.

The student’s attendance is evaluated according to the following criteria:

1. Attendance is considered an academic subject (0.5 credits)
2. It is allotted a part in the student’s report card with a total score of 100 points that should be further divided into 50 points per term.
3. This subject’s average should be added to the student’s final total score of each term report card from grades 4 – 12.
4. A student who has never absented himself/herself during the whole academic year has the right to get the full 100 points for complete assiduity in her attendance.

Deduction Criteria (Grades 4 to 12 only)

1. Deduction of one point per term for each unexcused absence. (An excuse MUST be granted only from the administration upon official documents that justify the absence.)
2. Deduction of two points for an unexcused absence that takes place in a week that precedes or follows a vacation.
3. Deduction of two points for an unexcused absence in a week that precedes Test weeks.
4. 0.25 of a point to be deducted for tardiness to the morning assembly with no valid or serious excuse.
5. 0.25 of a point to be deducted for tardiness to classes of the day with no valid or serious excuse.
6. 0.5 of a point to be deducted for skipping any class during the school day with no valid or serious excuse.

Absence General Policy Rules (Grades 4 to 12 only)

1. Each student's absence or tardiness in arrival to school premises or to classes shall be registered in the school records per day.
2. The school administration has the full authority to apply the deduction upon checking official records that register attendance and absence.
3. With recurrent and repeated cases of absence the following rules will be applied:
 - a. Upon reaching 10% of absence from the whole attendance days of the school year – whether consecutive or nonconsecutive - with no valid excuse or prearranged absence permission of educational value with the Principal's prior approval, the school shall send the student and his/her parent/guardian a warning letter that has to be signed by both recipients.
 - b. Upon reaching 15% of absence from the whole attendance days of the school year – whether consecutive or nonconsecutive - with no valid excuse or prearranged absence permission of educational value with the Principal's prior approval, the school shall summon and pause a warning to both the student and his/her parent to explain clearly the grave consequences that shall affect the student's grades and progress.
 - c. Upon reaching 20% of absence from the whole attendance days of the school year – whether consecutive or nonconsecutive - with no valid excuse or prearranged absence permission of educational value with the Principal's prior approval, the school shall summon the parent to sign an official document to ensure that the student will show no more absence during the year.
 - d. Upon reaching 25% of absence from the whole attendance days of the school year for any 4-12 school student – whether consecutive or nonconsecutive - with no valid excuse or prearranged absence permission of educational value with the Principal's prior approval, the school shall suspend the student upon a consent issued from the Ministry of Education.

Home-School Communication

The School Management System is the school's main method of communication. It includes, but not limited to, the following: Online Agenda, Polls, Mobile Application (with push notifications), Online Messaging, Homework Assignment, and other features.

E-school grants registered users (i.e., parents and students) access to student grades and attendance.

Users will also receive an email or text message if a child is absent or tardy to class.

In order to remain abreast of the student's academic performance and progress, it is imperative that both students and parents access the E-school system regularly.

If you have any problems with the system, please contact the E-system officer directly for verification or correction at sms@zsi.sch.sa

Other methods of communication include: Emails, Formal Memos, Phone Calls (landline and mobile), Parents' Meetings, Appointed Meetings, Walk-in Meetings (not recommended/upon availability), Website Notices, Surveys, Social Media (Facebook, Instagram, and Twitter), Open Day (Kindergarten), Google Accounts (students and teachers), Youtube Videos, Posters, Brochures, Bulletins, WhatsApp (informal/not recommended), and workshops (coming soon).

Assessment and Promotion Policy

Grades 1 to 3

Students of grades 1 to 3 have continuous assessments throughout the year to determine their progress continuously after each chapter covered.

Grades 4 to 12

Classwork and homework will be determined on the grounds of punctuality, general behavior towards assignments, and enthusiasm for gaining knowledge. Classwork, homework, and participation make up 10% of the total mark.

Pop quizzes will be assessed for each idea or lesson and the total marks shall be allotted by averaging the performances throughout the semester for a total of 10%.

Subjects for grades 4 to 12 are divided into two categories, these subjects can be determined from the quiz/test schedule.

For category one, students will be given a test that makes up 25% of their semester mark, a midyear that makes up 50% of their semester mark, and a project that makes up the remaining 5% (Where CW/HW and Pop Quizzes make up 20% per semester).

For category two, students will be given a quiz that makes up 10% of their semester mark, a test that makes up 20% of their semester mark, and a midyear that makes up the remaining 50% of their semester mark (Where CW/HW and Pop Quizzes make up 20% per semester).

Grounds for Promotion

Grades 1-3

Any student who got below 60 in any of the main subjects should pass the make-up exam (English /Math/Arabic).

Grades 4-8

Students must secure a minimum of 60% average in all subjects to be qualified for promotion. Any student, who fails in one core subject, is still eligible for promotion on the following conditions. He/she must appear for a re-exam and attain at least 65%. If he/she does not pass, then he/she must commit to intensive classes and re-exam during the next academic year.

A student failing in two core subjects must repeat the exams and secure at least 65% marks. If he/she passes in anyone of the two subjects, he/she will be eligible for promotion. He/she must commit to intensive classes during the next academic year for the failed subject.

A student who fails in more than two core subjects will be detained. He/she will not be eligible for promotion and must repeat the year.

Grades 9-12

Students must secure a minimum of 60% average in all subjects to be qualified for promotion. The final high school transcript issued after the completion of Grade 12 requires that a student should pass in all subjects individually. As such, in order to graduate, the student is required to repeat the exams for each subject he/she fails. Any student failing in one subject is still eligible for promotion on the following conditions. He/she must appear for a re-exam and attain at least 65%. If he/she does not pass, then he/she must commit to intensive classes and a re-exam during the next academic year.

A student failing in two subjects must repeat the exams and secure at least 65% marks. He/she must pass in both subjects to be eligible for promotion. He/she must commit to intensive classes during the next academic year for the failed subject.

Any student who fails in three or more core subjects is not eligible for promotion. He/she must repeat the year.

Retake Rules

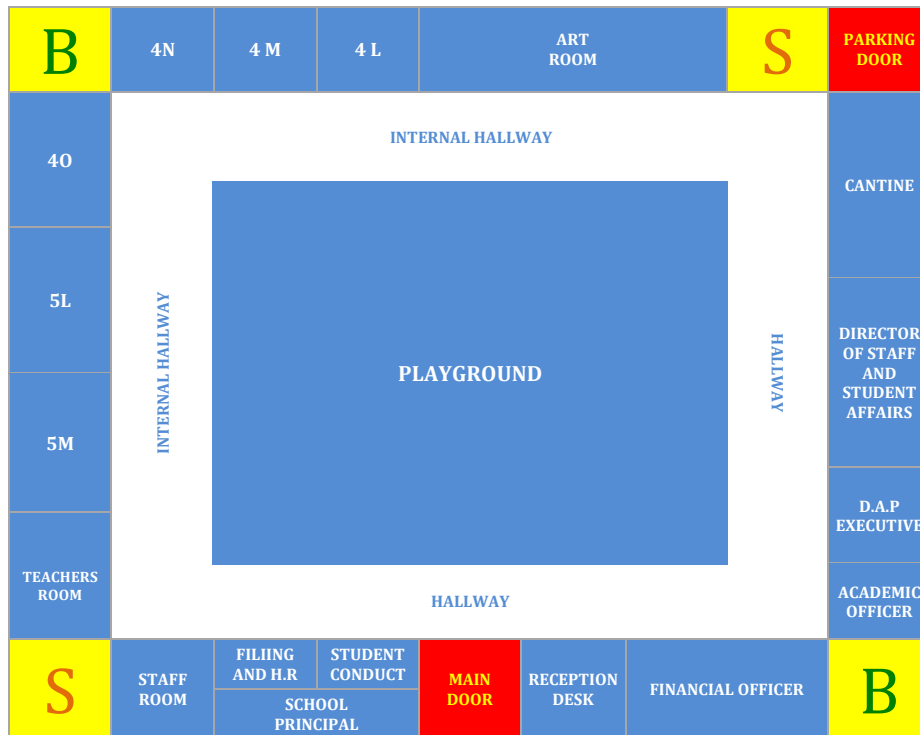
Makeup exams are conducted a few days after the final assessments (Grades 1 to 3) or final exams (Grades 4 to 12). These exams are done before the final report card distribution.

Students are given the chance to retake an exam only once if they have failed in two or less main subjects. No additional retake is allowed.

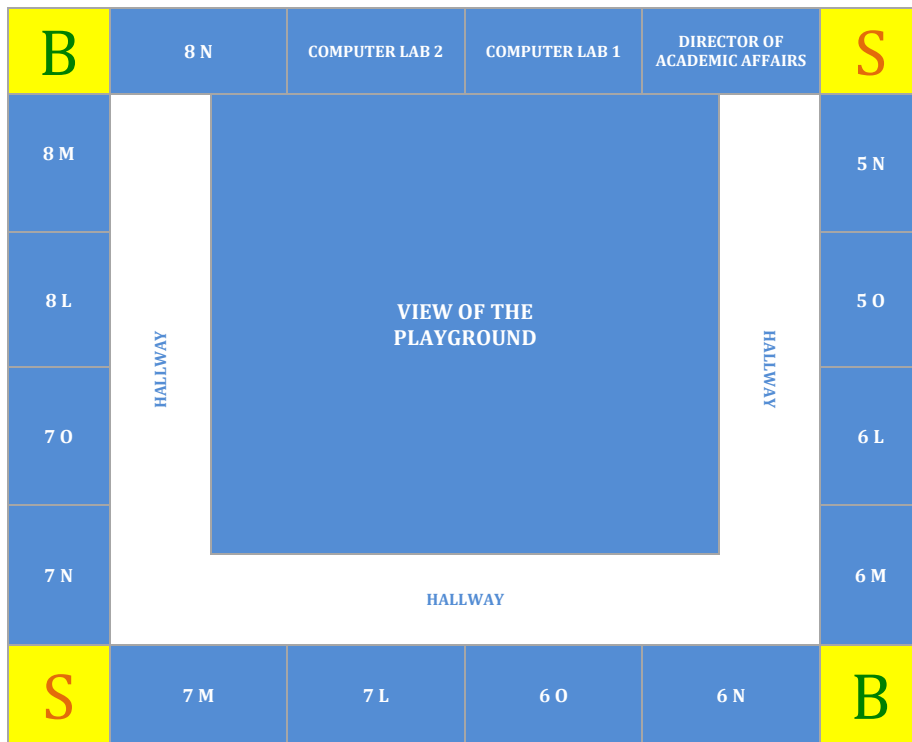
No retake will be given to students if they fail in three or more main subjects.

Campus Maps

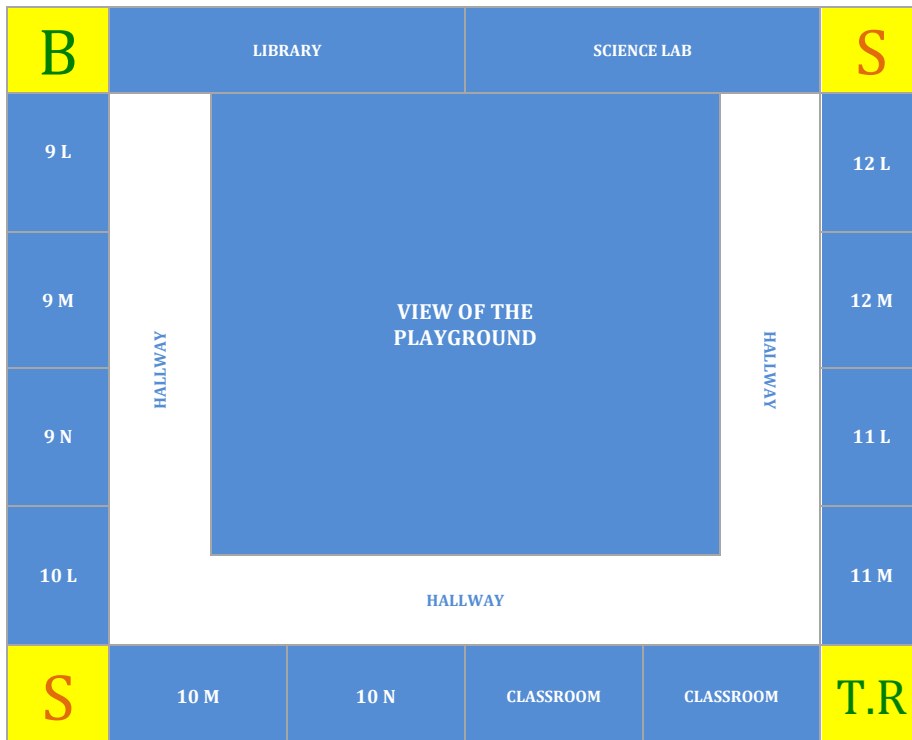
Boys' Section Ground Floor



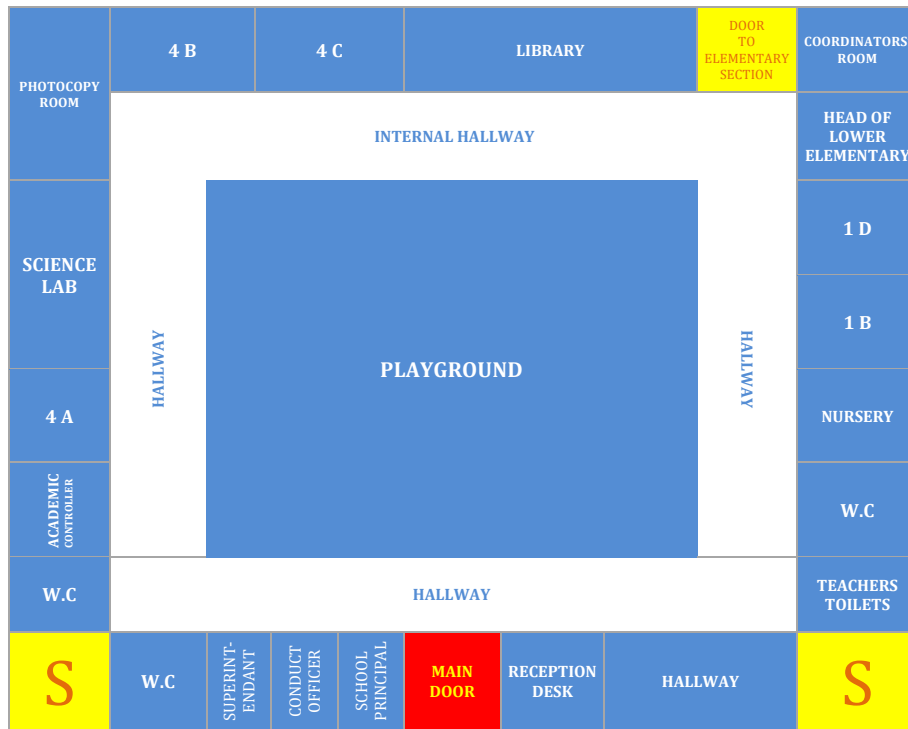
Boys' Section First Floor



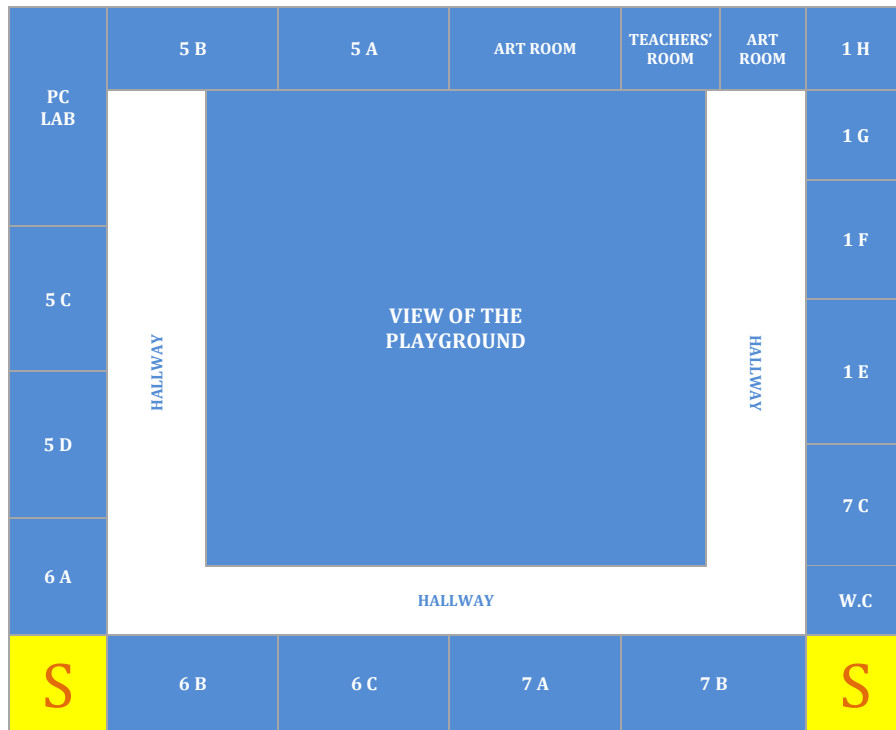
Boys' Section Second Floor



Girls' Section Ground Floor



Girls' Section First Floor



Girls' Section Second Floor

	9 C	TEACHERS' ROOM	COMPUTER LAB	CLOSED ROOM	11 B	11 A	
SCIENCE LAB	HALLWAY	VIEW OF THE PLAYGROUND				HALLWAY	RESOURCES ROOM
9 B							10 A
9 A							10 B
8 C							12 A
W.C	HALLWAY					W.C	
S	TEACHERS TOILET	8 A	8 B	CLOSED ROOM	12 B	TEACHERS TOILET	S

Student Counselor Role

At ZSIS, we realize that children and young adults need guidance and support, especially when it comes to dealing with academic, personal, parental and social pressures. Helping our students reach their potential is our number one goal—and to achieve it we should be caring, flexible, adaptable and patient.

The school counselor assist students at all levels, from elementary school to college. He acts as advocates for students' well being, and as a valuable resource for their educational advancement. As a school counselor, the first and foremost goal is to listen to students' concerns.

He may help students with issues such as bullying, disabilities, low self-esteem, and poor academic performance. In addition, he helps students develop realistic academic and career goals.

On the job, the school counselor:

- Listen to students' concerns about academic, emotional or social problems
- Help students process their problems and plan goals and action
- Mediate conflict between students and teachers

- Improve parent/teacher relationships
- Assist with college applications and scholarships
- Organize peer counseling programs (Student Council)
- Work on academic boards to improve learning conditions

Student Counselor is ready to direct students for their college paths (Elementary/High School)

Grades 7 to 9

School Counselor talks with students about preparing for the PSATs. School Counselor sets up a date and preparation plan for the PSAT exam. This exam serves as a practice exam for the SATs. The school counselor assists students in creating their College Board profile. The School Counselor proctors and monitors all testing for the PSATs. After completing the exam, the counselor provides students with a score sheet including student results, areas of strengths and weaknesses, as well as a log in where students can receive additional practice.

Grade 10

School Counselor talks with students about preparing for the PSAT/NMSQTs and SAT Reasoning Test. School Counselor sets up a date and preparation plan for the PSAT/NMSQTs exam. This exam serves as a practice exam for the SATs. The school counselor assists students in creating their College Board profile. The School Counselor proctors and monitors all testing for the PSATs. After completing the exam, the counselor provides students with a score sheet including student results, areas of strengths and weaknesses, as well as a log in where students can receive additional practice.

School Counselor meets with tenth grade students in English classrooms. Counselor talks with students about the different elective courses offered at school and the importance of choosing courses that align with their future goals. Counselor walks students through graduation requirements and all the different university entry examinations, how to choose majors based on the student's future career goals.

Grade 11

School Counselor talks with students about preparing for the SAT Reasoning Test. School Counselor informs students about SAT Reasoning Test dates and deadlines. The school counselor assists students in creating their College Board profile.

School Counselor meets with eleventh grade students in English classrooms. Counselor talks with students about the different elective courses offered at school and the importance of choosing courses that align with their future goals. Counselor walks students through graduation requirements and all the different university entry examinations, how to choose majors based on the student's future career goals.

Counselor informs students about dates and times of college admissions deadlines. Counselor will facilitate university representatives with the students. Counselor prepares the students for next level

examinations (SAT Subject Test and AP).

Grade 12

School Counselor talks with students about preparing for the SAT Reasoning Test. School Counselor informs students about SAT Reasoning Test dates and deadlines. The school counselor assists students in creating their College Board profile.

School Counselor meets with eleventh grade students in English classrooms. Counselor talks with students about the different elective courses offered at school and the importance of choosing courses that align with their future goals. Counselor walks students through graduation requirements and all the different university entry examinations, how to choose majors based on the student's future career goals.

Counselor informs students about dates and times of college admissions deadlines. Counselor will facilitate university representatives with the students. Counselor prepares the students for next level examinations (SAT Subject Test and AP).

School Counselor meets with students to discuss post-graduation plans. At these meetings, School Counselor provides students with information to help guide them through the college application process, information on financial aid, information on different university examinations, as well as various websites to help with college exploration and employment. During senior meetings, School Counselor reviews student diploma credit checks to make sure that students are aware of what they've completed and what they need to complete to meet graduation requirements.

Referral Procedure (by School Counselor)

A referral is made to the School Counselor when a concern about a student arises. Possible sources of referrals may include self-referral by students experiencing a problem, concerned peers, parent(s)/guardian(s), teachers, administrators, and/or other school personnel. Emergency interventions are required in those situations that need immediate attention. The counselor may determine that other resources would be appropriate, including referral to other individuals within the school system, such as the school administrator, school nurse, and/or the teachers. Steps in the referral process:

- 1- Concern for student arises
- 2- Student is referred to counselor / appropriate referral form(s) is filled out. (Student Self-Referral Form, Parent/Guardian Referral Form, Faculty/Staff Referral Form)
- 3- Once a concern is identified, the counselor uses objective or quantitative data (attendance, discipline referrals, grades, and school nurse visits) and subjective or qualitative data (student interviews, teacher narratives, observation, and behavior rating checklists from teachers) to assess the situation and determine the level and type of intervention to be taken on the student's behalf.
- 4- Interventions are implemented and the student's progress is monitored. The student's response to the intervention will be reassessed and the intervention plan modified as needed.
- 5- To follow up with the referring individual, the SC maintains contact with the referring individual.