



NESN Student & Parent Handbook

2025-2026



NESN STUDENT & PARENT HANDBOOK

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INTRODUCTION

The objective of the Schools Policy Manual is to provide clear policy statements on the most important issues impacting education. Staff is reminded that all policies issued by the school are mandatory and must be implemented by staff.

Policies aim to provide a set of clear principles for guiding the most critical aspects of a school's leadership and management of its educational program. Where additional detail is required, the school will also issue guidelines and procedures to assist staff in implementing the vision that is established in these policies.

Our Vision

N.E.S.N is dedicated to a continuing tradition of excellence in an ever-changing world, providing a relevant, high-quality education and preparing its diverse student body for future endeavors in a safe, professional environment to be able to demonstrate the knowledge, skills, and values required for productive global citizenship.

Our Mission

N.E.S.N strives to prepare and empower all students to realize their full potentials and become lifelong learners with leadership qualities ready to meet the challenges of the future and develop social awareness by providing education that helps them develop their knowledge, critical thinking skills, and leadership qualities necessary to succeed in a technologically advanced world. N.E.S.N also provides a safe haven where everyone is valued and is committed to doing what it takes for students to achieve academic success.

Our Values

We, the faculty and staff of the NESN School, commit to the following values:

- **Leadership:** We value and are committed to exercising leadership characterized by innovation and vision.
- **Excellence:** We value excellence in teaching and service. We are committed to promoting creative and critical thinking among faculty, students and staff within a culture of inspiration, high expectations and accountability.
- **Social and Ethical Responsibility:** We value honesty, fairness, respect, compassion, and professional and scholarly ethics. We are committed to increasing access to opportunity and promoting social justice.
- **Communication and Collaboration:** We value open communication and collaboration within and across organizational units and with our external communities. We are committed to maintaining a spirit of community where differences of opinions are encouraged.

B-Arrival and dismissal procedures:

School opens from Monday to Friday;

Kindergarten department: **08:00 a.m. till 01:30 pm**

Elementary department: **07:50 a.m. till 01:45 p.m.**

Intermediate and Secondary department: **7:55 a.m. till 01:55 p.m.**

KG'S: Parents are requested to leave children with the classroom teacher.

Grades 7 -12 Parents are requested to leave the children with the supervisor in the playground area

Grades 1- 6: students are requested to directly attend their supervised classrooms

Parents are not allowed to accompany their children to their classrooms (except KG's). In case of early pick up, parents are requested to follow the procedures through the office. Parents are not allowed to disturb classes during the school day.

Dismissals: Parents are requested to collect their children directly from the supervising teacher in the playground area for (**KG's and Grades 1-3**). Parents who pick up their children (grades 4 -12) may do so from the school playground or car park.

In case of inclement weather, KG children will remain in the KG Building. For safety and security reasons, children will not be released from the Kindergarten area to any person other than the parents or an authorized person.

Early departure: Limited to cases of emergency only and if there is a need for early departure, parents should notify the Head of Department or school reception ahead of time.

C-Enrollment /Re-enrollment & Withdrawal Policy:

Enrollment / Re- enrollment

There are no academic requirements for acceptance into Kindergarten, although students for KG1 must turn 3 by January 31st in the year they will enter the program. They must also be toilet trained and able to speak and follow simple instructions.

Students who were previously enrolled in another school must fill in an admission application form and provide academic requirements for acceptance (this is mandatory for Grade 1 to 12).

Students are selected on the basis of their previous academic achievement and school recommendation, as well as the scores obtained on the NESN Entrance Examination in specified subjects:)Arabic, English and Math for grades 1 - 6/ Arabic, English, Math, Biology, Physics and Chemistry for grades 7 - 12).

Evangelical school students are exempt from entrance examinations. Pre-School applicants are admitted only on the basis of a qualifying interview.

Re-enrollment is required for each year in which a child attends the school. Parents wishing to re-enroll their child must pay a registration fee at the accountants by the specified date on the basis of their previous academic status.

Withdrawal

A **Statement of last grade completion** must be obtained from the cashier's office as soon as parents determine that it is necessary for their child(ren) to be withdrawn from the school. All financial obligations must be met before these records can be released.

D-Attendance and Absences Policy:

Attendance is taken at the beginning of each day. Students arriving late at school must first pass by the supervisor's office.

Students who were absent from school for any reason must first report to their building supervisor's office with a note from a parent or guardian, unless notification has already been sent ahead. The note must include the date and time and the reason for the absence. The decision whether or not an absence is "excused" is made by the administration.

Absences are excused by the school for medical reasons or serious family emergencies. An excused absence / lateness will not entail negative consequences for the student. Absences are excused for the following reasons:

- **Personal illness.** Students who are ill should not come to school. A doctor's note is required for absences of more than three consecutive days due to illness.
- **Dental or medical appointments.** Such appointments should be made outside school hours when possible. If an appointment must be made during school hours, prior notification to the school is requested. Appointments should not be scheduled during testing periods.
- **A family emergency** requiring immediate attention.
- **Contagious Illnesses.** The school nurse needs to be informed immediately.

E-Promotion and Retention Policy:

Promotion of children from KG and cycle 1 (grades 1 to 3) is automatic under normal circumstances. In special cases, repetition of a grade may be recommended and parents consulted. Starting from Grade 7 and above, students are promoted to the next level if they achieve an overall average of 13 out of 20 and meet the promotion criteria.

A student who does not achieve these performance levels or higher and who cannot demonstrate full mastery of all essential concepts in the core subjects of English, Math, and Arabic may be required to repeat either the failed subject or the entire grade level in the next year.

Each Term Final Grade of every subject is calculated as follows:

Ongoing Assessment Mark (65%) + End of Term Exam Mark (35%) = 20

□ The overall grade of each subject is calculated as follows:

Term 1 Final Grade + Term 2 Final Grade / 2

- The highest mark is **20** for all subjects for all grades
- The passing mark is $\geq 12/20$ for grades **1-12**

Students will be promoted to the next grade level if they possess the knowledge and skills appropriate to their grade levels.

- At the end of the school year, if the student achieves a final average score of < 12 , he/she is considered eligible to take a retest.
- At the end of the school year, if the student's final average score after the retest is not $\geq 12/20$, he/she cannot be promoted to the above grade level for the next academic year.

II. ACADEMIC POLICIES:

A-Assessment and Evaluation Policies:

Assessment is central to success in teaching and learning. It gives teachers a better awareness of what students know and understand, what their learning experience enables them to do, and what their skills and personal capabilities are. Without assessment, there is no way to anticipate what students will actually take from their classroom experiences and this might be quite different from what was intended.

In our school, a range of assessment approaches is used for different reasons at various stages in the learning process. The Academic year consists of 2 terms each Term consists of the following assessments.

School's response

Intermediate and Secondary Department:

We employ diagnostic, formative, and summative assessments to gauge student progress in the intermediate and secondary grades. These assessments manifest in various forms: Continuous assessment contributes 35%, Formative assessment 35%, while summative assessment contributes 30%.

In our school, the Continuous assessment appears in different forms:

- Questioning to check for understanding;
- Teacher checking of students' work;
- Teacher observation of students engaging in classroom activities;
- Lab experiments and lab reports;
- Assignments;
- End of topic tests;
- Quizzes;
- Projects;
- Presentations;

Elementary Department:

Continuous assessment of in-class daily evaluation, encompassing oral and written assessments, is conducted.

Cycle 1 (Grades 1-3): Continuous assessment contributes 100% of the grades.

Cycle 2 (Grades 4-6): Continuous assessment contributes 70% of the final grade, while summative assessment contributes 30%.

A student's professional development is added to the grading system: PBL, community service, extracurricular activities, and self-learning.

Kindergarten Department:

We use an A, B, C, D grading system for kindergarten students to assess their skills. This system categorizes students' skills as follows, providing a straightforward means to evaluate their progress and development.

A: Exceeds Expectations,
B: Proficient.
C: Making Progress,
D: Needs Improvement,
NC: Not Covered Yet

Note:

Summative assessment in elementary, intermediate, and secondary grades takes place at the end of each term, offering a comprehensive evaluation of students' learning outcomes. A table of objectives for each midterm and summative exam (based on each subject's particularity) is used to assess whether students have achieved the objectives and determine if additional materials are needed.

B-Extra –Curricular Activities:

NESN focuses on creating learning opportunities for students to further develop their character and skills, nurture their interests and talents, and promote active and global citizenship. These activities cover the areas of Athletics & Fitness, Creative Arts, and Language Arts; and includes the following:

1. **Clubs:** A variety of clubs take place mainly on Fridays (with the exception of sport clubs which take place after school hours).
2. **Field Trips:** Local trips are organized for various purposes to provide students with the relevant exposure to enrich their learning and deepen their understanding of the world and their communities.
3. **Events:** Staff, parents and students organize throughout the year events in which students celebrate their learning, community and cultures.

⇒ **Field Trips and Excursions:**

1. All field trips or excursions must be approved by the administration and teachers should not mention or plan these activities with students without first obtaining permission.
2. To schedule and initiate field trips and excursions, the procedures are:
 - a. **Field Trip Request Form** – completed by teachers and submitted to the Head of the department one month prior to the activity, then submitted to the supervisor.
 - b. **Parental Consent** – a written parental consent form that must be received from every student and without this signed form, **Field Trip Permission Form**, a student may not participate in the activity.
 - c. Supervisor prepares the initial permission form giving details of the trip including itinerary, costs, etc.
 - d. The supervisor will photocopy the forms; plan the trip as per school calendar.
 - e. Teacher distributes to the student for the parent's signature.
 - f. Teacher collects forms and monies and passes them to the supervisor.
 - g. The supervisor arranges transportation and other details.

C-Homework Diary:

Homework and assignments are assigned to students online. The instructions and attachments are available for each student on the eSchool (agenda) platform with set deadlines. Parents are encouraged to do a daily check of the homework diary available on the school online platform.

III. **STUDENT WELFARE AND CONDUCT POLICIES:**

A. **Student code of conduct**

School rules are designed to maintain a safe and orderly learning environment. School rules apply on campus, school buses, activities, field trips, student support sessions, and school- sponsored events. The rules are stated below and the examples provided are illustrative rather than comprehensive.

Student code of conduct on the discipline level

1. Students must be Punctual and committed to departure times
2. Students must always wear the correct school uniform properly.
3. Students must not wear make-up, nail polish or jewelry.
4. Student's hair must be clean and tidy
5. Student's nails must be trimmed.
6. Students must not bring a cell-phone to the school campus. The school has the right to confiscate the phone in the case of an offense.
7. Students will use appropriate language and avoid swearing and making offensive remarks on the school campus.
8. Students are not permitted to chew gum on school campus or eat/drink in classrooms.
9. Students must not get involved in any argument or violence towards any student, employee, teachers and personal authority.

10. Students must not have in their possession any potentially dangerous objects, weapons or sharp objects (e.g. knives, guns etc.) on the school campus.
11. Students should avoid participation in any of the religious or political discussions and dialogues.
12. Students must respect the school property (without causing destruction or damage to buildings and objects).
13. Students should move to and from classes in an orderly and quiet manner. Students must refrain from running, pushing, or shouting.
14. Students should not use verbal abuse toward the school via social media.
15. Students must line up quietly in the playground when the bell rings OR in front of the shops when waiting for their turn.

Student code of conduct on the academic level:

1. Students should come to class prepared with the required books and learning materials.
2. Students must do all his/her homework assigned and on time.
3. Students must engage in academic honesty at all times, and must refrain from all forms of cheating.
4. Students must commit to any extra class sessions offered by the school.
5. Students must attend all school classes unless special circumstances warrant their absences from school.
In the case of an absence, parents are required to:
 - Inform the school immediately by a phone call to the school administration office (ext 101).
 - Send a written report to verify his/her absence from school (e.g. Doctor’s report).
6. Parents are not permitted to request from the school for their son/daughter to drop out of their educational classes for whatever reasons. However, in case of necessity, the parents can pick up their daughter/son during recess as long as they inform the school beforehand and provide a written report to verify his/her absence.
7. Students are encouraged to participate in school activities.

Consequences of inappropriate behavior

A prompt response to inappropriate behavior is made by the administration. Parents or guardians are contacted as soon as possible in cases of misbehavior. The following are some examples of the consequences of inappropriate behavior. These are simply guidelines as circumstances vary from case to case.

Misconduct	Consequence
Inappropriate academic behavior/ language (tardiness /missing homework)	- verbal warning - contact and inform parents
Improper dress code	- verbal warning - dismissal
Unexcused absence	- contact and inform parents
Cheating in an exam	- mark deduction - written warning
Bullying/ fights/ thefts/ use of tobacco	- written warning - contact and inform parents - suspension/ expulsion

B-Anti-Bullying Policy:

1. Purpose

Our school is committed to providing a safe, respectful, and inclusive environment for all students. Bullying in any form—physical, verbal, emotional, or digital—is strictly prohibited. This policy outlines our commitment to prevention and a clear, consistent procedure for responding to bullying incidents.

2. Definition of Bullying

Bullying is **intentional, repeated** behavior that causes physical, emotional, or psychological harm. It often involves an imbalance of power. Types of bullying include:

- **Verbal:** Name-calling, teasing, threats, insults.
- **Physical:** Hitting, pushing, tripping, and taking belongings.
- **Social:** Excluding others, spreading rumors, public embarrassment.
- **Cyber:** Sending hurtful texts or messages, posting false or insulting content online, impersonation on social media.

3. Responsibilities

- **Students:** Report bullying to a teacher, counselor, supervisor, or HOD.
- **Teachers & Staff:** Model respectful behavior, intervene promptly, fill in the bullying intervention tracking google sheet and report all incidents to the HOD concerned and/or the School Counselor via eSchool platform.
- **Guardian(s):** Encourage open communication, monitor behavior, and work with the school to resolve issues.
- **Counselor & Administration:** Ensure incidents are investigated, proper actions are taken, teachers are guided on how to deal with each student, and follow-up support is provided.

Note: When sending the e-School message include: student full name - grade and section - number of bullying incident(s) - description of the bullying incident

4. Procedure for Handling Bullying Incidents - steps

For every bullying incident any staff member who sees or is informed of bullying should:

- Intervene immediately if safe.
- Separate the students involved.
- Ensure the victim is safe and supported.
- Investigate the incident to validate the events
- Fill in the incident in the “bullying intervention tracking” google sheet which is shared with the teachers, counselor, and head of departments.

Step 1: First Incident

- ○ Reports the incident via E-school the same day to the **Head of department and guardian(s)**. *The message is sent within 24 hours of the incident*
- ○ *Intervention: Verbal intervention, guidance, and social awareness.*

Step 2: Second Incident

- Reports the incident via E-school the same day to the **Head of department and guardian(s)**. *The message is sent within 24 hours of the incident*
- HOD informs parents via E-School that the bullying student is to prepare a presentation about the effects of bullying on themselves, the victim, and bystanders.
- *Note: make sure that the presentation includes empathy - stress that the details of the incident are NOT to be discussed or mentioned.*

- Student has a week to prepare the presentation
- Intervention: The bullying student reflects on his/her actions after presenting in class.

Step 3: Third Incident

- Reports the incident via E-school the same day to the **Head of department and guardian(s)**. *The message is sent within 24 hours of the incident*
- Intervention: Student fills a behavioral contract

Step 4: Fourth Incident

- Reports the incident via E-school the same day to the **Head of department, guardian(s), and counselor**. *The message is sent within 24 hours of the incident*
- Intervention Consequences for the bully are based on the severity and frequency of behavior.
- From the fourth offense and onwards, Behavioral Intervention Plan (BIP) will be submitted and students will have weekly sessions with the counselor.
- The school counselor will interfere and meet regularly with the student and schedule a one and one meeting with the guardians.
- The victim receives emotional support and a personalized safety plan from the counselor (if continuously targeted by the bully)

Consequences	Offense
Verbal warning and guidance	First Offense
Ask the student to present the harms of bullying and the importance of empathy.	Second Offense
Written behavior contract	Third Offense
Counseling Sessions for the bully, victim(s) and guardian(s)	Fourth Offense

4. Special Section: Repeat Offenders

Students who continue to engage in bullying despite interventions will be considered **repeat offenders**. (more than 4 recorded incidents)

Steps taken include:

- Development of a **Behavior Intervention Plan (BIP)** in collaboration with the counselor, parents, and teachers.
- Weekly individual behavior counseling sessions.
- Regular monitoring and evaluation of progress.
- Case review by the **Principal**.
- In severe or ongoing cases, the school may consider **temporary suspension, or involvement of external behavioral specialists**.

6. Prevention Measures

- Constant classroom activities on kindness, inclusion, and empathy.
- School-wide campaigns (e.g., Anti-Bullying Week, Kindness Tree, Poster Competitions, SEL integration).
- Peer support programs and student leadership opportunities.
- Clear display of school rules and behavior expectations.
- Parent education sessions and regular communication.

7. Confidentiality

All reports, investigations, and follow-ups are handled with the utmost **confidentiality**. Details are only shared with involved parties and necessary school staff.

8. Policy Review

This policy will be reviewed annually by the administration, school counselor, and teaching staff to ensure effectiveness and relevance.

Procedures for Responding to Incidents:

The school shall conduct a thorough investigation and take the necessary actions to protect the bullied and reeducate the bully.

1. If a bullying incident is proven or suspected, the staff member must report the incident to the department supervisor and/or Head of department who must inform the Child Protection Officer/counselor.
2. The school will respond to all incidents of bullying in order to send a clear message that bullying in any form or degree is unacceptable. Different responses may be appropriate depending on the nature and degree of bullying.
3. Details of the investigation, as well as written statements from those involved including witnesses will be recorded. Such information will be kept confidential and will be shared with the respective parents only.
4. Meetings with the parents of both the student exhibiting the bullying behavior and the student who has been bullied will be held. Parents will be notified of the level and severity of the incident and the school response. A plan of action or intervention will be generated to support the students and prevent the incident from recurring.
5. A decision will be made about the most appropriate action that should be taken for the student who was bullied immediately after disclosure, such as returning to class, and providing further counseling to ensure that the student is protected.

C-Counseling Services Policy with OT Collaboration

1. Policy Purpose and Alignment

The Counseling Services Policy at the National Evangelical School Nabatieh is designed to ensure the emotional, social, and academic well-being of all students, with a special focus on those requiring individual developmental support. Aligned with the school's inclusive mission and child-centered values, this policy formalizes a structured process for student support through the coordinated work of school counselors, occupational therapists (OT), and academic staff.

2. Support Process Framework

The class teacher initiates the student support process through classroom-based identification. Once a concern is noted, the teacher consults with their Head of Department (HOD), who validates the case and formally reports it to the School Counselor. The Counselor then determines the appropriate approach: classroom observation (if needed) and one-on-one meetings with the student. Based on these findings, the Counselor may initiate a parent meeting to discuss observations, needs, and possible next steps. Subsequent feedback is shared with the referring teacher, and in some cases, the Academic Coordinator is consulted for instructional adjustments.

Follow-up reviews are scheduled to track progress.

In parallel, when a case indicates academic or sensory-motor concerns, the Occupational Therapist is involved from the identification stage. The OT conducts specialized assessments and works directly with teachers to develop classroom strategies tailored to student needs. This dual system ensures holistic support—emotional and academic—for all students.

D-Student Services:

1. Health Services

Two full-time nurses are present on the school premises during school hours. Their work focuses on preventive, curative and educational matters.

- The preventive aspect involves keeping and updating a file for each student:
- The curative aspect involves taking care of illnesses and accidents. Sick students are sent to the infirmary for treatment. The Nurse checks the files for allergies etc. before deciding on appropriate medication. If the student is sick and needs further treatment, the parents are contacted immediately.

If your child needs medications during school hours, it is important that all medication should be transported to the school by an adult and handed to the nurse. Medications must be clearly labeled with the name of the student and detailed instructions.

In the case of a minor accident, the parents are notified either by phone describing what happened and the measures which were taken. Major accidents that require hospitalizations are dealt with according to the seriousness of the situation. Parents are notified at once and asked to accompany their children to the hospital for treatment. If the accident is serious and the student requires immediate hospitalization, the nurse will accompany the student to the hospital and the parents are asked to meet them there if necessary.

- The educational aspect involves class visitations, assemblies on hygiene, health issues etc.

2. Shops

The school shops offer facilities for fresh Lebanese Manoucheh (order taken in the morning), snacks and juices at breakfast and during break time.

3. Counseling

Our school counselor assists with issues that may affect students' academic performance, which includes psychosocial and behavioral challenges. All information is handled with strict confidentiality.

Key role includes:

- Supporting the psychological, academic, and social development of students.
- Resolving conflicts between all actors in school life.
- Helping students face personal problems.
- Consulting with students, parents, teachers, and principals.
- Coordinating various school activities.

4. eSchool Platform

"eSchool" brings parents, teachers and students together in an interactive platform , where teachers are able to upload student scores. Students can be updated with their progress, as well as, helping parents to guide and stay updated with their child's performance to be able to tackle any issues they are struggling with.

5.Kutubee – Our Interactive Reading Platform

We are pleased to inform you that our Grade 1 to 6 students have access to **Kutubee**, an interactive online reading platform designed to help children develop their reading and language skills in **Arabic and English**. The platform supports the four main language skills — **listening, reading, writing, and speaking** — through engaging features such as:

- Read-aloud audio with word-by-word highlighting
- Note-taking and text-highlighting tools
- Voice recording and comprehension questions
- Fun rewards and badges that motivate reading

Parents can easily **track their child's progress**, including books read, time spent reading, and skill improvement.

E-Child Protection

The school plays an important role in protecting the physical, psychological and emotional wellbeing of students. This includes preserving students' right to be safeguarded from physical abuse, violence, sexual assault, and psychological and emotional abuse and all forms of bullying. The school will provide a safe, supportive and disciplined learning environment for students, and take preventive and appropriate measures to ensure their safety at all times; whilst they are on campus, using the school bus to and from school, and while moving between activities organized by the school. See *Child Protection Policy* for details.

F-School Uniform

The school's dress code has been established to promote an atmosphere that emphasizes neatness in grooming, uniformity in our school's image, and pride in the school. All students are expected to be in full uniform each day with the exception of scheduled non-uniform days. Failure to abide by the dress code will result in disciplinary consequences. In addition, students will be sent home or to the supervisor's office to call their parents to bring their school uniform.

All uniforms must be clean and neatly worn.

All components of school uniform can be purchased directly from the school uniform store.

G-Lost Properties

Students are responsible to report all missing items to their teachers. All items found on campus are placed in the lost and found cabinet that is situated in the Elementary playground.

To prevent unnecessary loss, please comply with the following procedures:

- ◆ Students should be responsible for their devices, books, school supplies, and other materials.
- ◆ Students' personal items including clothing, sportswear, and books should be labeled with the student's name and class.
- ◆ Students are not allowed to bring personal items, such as toys, jewelry or valuable items or large sums of money to school.

IV. COMMUNITY AND COMMUNICATION POLICIES:

A-Parent Communication and Involvement:

Parents/guardians play a central role in their child's education. Their role and contributions must complement that of the school and both should work together to achieve the school mission.

The following are the school's responsibilities related to parental involvement:

1. The school will establish effective methods of communication with parents to ensure that they are regularly and clearly informed of all general information (i.e., policies, programs, announcements, school calendar, events and activities) and of their child's academic and behavioral performance and progress.
2. The school will use various methods of communication with parents; these methods include the school website, parent or student portal (eSchool platform), text messages, emails and meetings.
 - **eSchool platform:** Each student and parent receives a portal username and password that enables access to the student's marks and progress. Teachers can send the assignments to the students and thereafter communicate with them on an individual or group basis
 - **Google Suite/ Google Classroom:** The school sets up a Google Suite account for grades 7 to 12 each student. Each student is issued a student Gmail with a personal ID and password which gives access to google classroom. Google Suite also provides other educational tools such as google meet for virtual classes, google drive for storage of documents and google calendar to keep track of set deadlines and school holidays.
3. The school shall inform parents of all policies and procedures that directly relate to their children, and ensure that parents have access to these policies through the school website and Student- Parent Handbook. Such policies include student code of conduct and child protection policy.
4. The school shall ensure that parents are kept informed of their children's academic and behavioral performance and progress by (1) conducting at least 1 parent-teacher meeting annually which takes place at the end of term 1; (2) arranging for meetings with parents throughout the academic year and as the need arises; (3) ensuring that student performance and progress trackers are updated on a regular basis for

parents to view on the eSchool platform; (4) providing parents with a progress report at the end of each term as well as an end-of-year report.

The following are parents' responsibilities related to their involvement in their child's education:

1. Parents must be positively involved in their child's education by supporting the school's mission and goals, and cooperating and collaborating with the school to ensure that the best opportunities are provided for their child.
2. Parents' communication with the school must be respectful of the school staff, professional, and school reputation.
3. Parents must understand that the school may not be able to achieve its goals if the parents choose not to cooperate with the school or not be involved in their child's education.
4. Parents must support the school's policies, rules and regulations, including those related to attendance, behavior, uniform, mobile phones, and coursework.
5. Parents must ensure that their child abides by the school rules and regulations by maintaining a good attendance record; meeting the school's character and behavioral expectations; completing assignments; and supporting their learning and progress.
6. Parents must read the school policies communicated to them by the school and the contents of the Student/Parent Handbook, as well as regularly check the student planner, school website, parent portal, and email accounts to ensure that they are kept informed of important information, newsletters, as well as their child's academic and behavioral progress.
7. If an issue or concern arises related to a child's academic and behavioral performance, it must be first addressed through a scheduled appointment with the respective teacher or head of department or supervisor. The principal will meet with parents only after a referral from the head of department.
8. Parents are expected to provide accurate information in their child's school profile upon admissions and ensure that this information is updated and accurate throughout their child's enrollment in the school. Such information includes parent contact information, marital status/custody status, and their child's health, learning difficulties/disabilities or educational needs. The school holds the right to not admit or cancel a student's enrollment if parents do not provide complete and accurate information about their child.

B-Parents Committee

Our school has an active Parents' Committee. The aim of the Parents Committee is to build effective cooperation and partnership between the home and school. The Committee serves as the advisory board to the school administration, and its 12 members must be persons who are willing to actively participate in supporting the school in attaining its mission and achieving its goals.