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WELCOME TO SANAA INTERNATIONAL SCHOOL

Sanaa International School welcomes you to Sanaa and to a new school year. Get ready for an adventure in education. Students will learn many new and exciting things this year.

Sanaa International School believes in a personalized approach to instruction leading to mastery within a positive and enjoyable learning environment. Founded in 1971, its fundamental goal is to prepare students not only for successful further schooling, but also for the difficulties that will be encountered in the changing social, economical and political environment of the modern world.

SIS offers a challenging academic curriculum that includes a full complement of courses for students from two years of age through the fourth year secondary class that prepares students for university entrance or the world of work. Studies are tailored to meet the needs of each individual. We want students to work at a level at which they can achieve success and at the level where they can achieve mastery. SIS also recognizes the importance of offering a constructive, wide ranging, and structured activity program.

INTRODUCTION

This handbook is intended for both new and continuing Sanaa International School students. We especially welcome our new families and hope this handbook will offer you adequate information about our school and our program. Although our returning students may be acquainted with much of the handbook's information new information is included and we ask you to review it in preparation for the new year.

We are very pleased to have you with us and hope that you will always feel welcome at Sanaa International School.

Many of you may find Sanaa International School to be a little different from a traditional school. If you have questions, we encourage you to ask them. It is helpful for us to hear your questions and concerns as it makes it easier for us to do our primary job: to meet the educational needs of our students.

We want to stress that communication is the most important aspect of a successful school. Please help us ensure that ours is an open and honest environment.

COMMUNICATIONS BETWEEN SCHOOL AND HOME

The administration produces a weekly newsletter, the Wednesday Scoop, to keep students and parents informed of the things happening at school. A number of hard copies are printed and displayed at school for students. The Wednesday Scoop is also sent to parents by email and is posted on the Sanaa International School website. Five times a year students are given a print out of their status reports to be given to their parents. Three times a year Personal Narratives written by the teachers are sent home, and three times during the year face to face parent / teacher conferences are held. The school runs an open door policy and teachers and administration are always pleased to meet with parents. We know that when the school and home are in constant communication, the students win.

LINES OF COMMUNICATION

Teacher – Class Advisor - Director of Instruction - Director

If parents, or students, have questions about what things happening in a particular classroom please go directly to the class teacher. If parents, or students, have questions relating to a particular age group please ask the class advisor (see page 11). If parents, or students, have questions about the educational process at SIS or student placement then please visit with the Director of Instruction. If parents, or students, have questions about finances, policies or Quality Schools International then the director is the right person to approach. Following this procedure will mean that you are talking with the person who knows most about any particular issue. If you cannot get an issue resolved please visit with the next person in line.

PHILOSOPHY



Sanaa International School was founded in order to provide a quality education in the English language for expatriates living in Sanaa. Yemeni citizens who want their children to be educated in English are also accepted. The school recognizes that most of the students are enrolled for only two or three years and have diverse educational backgrounds. The school's philosophy includes the following:

1. Attitudes Toward Learning - We believe that more learning will occur if the student has a desire to learn, has positive feelings concerning his/her school environment, and succeeds in his work. A comfortable atmosphere of caring and acceptance established by the school is considered important, so that each student is encouraged to strive for excellence and to be creative. This is enhanced by an aesthetically pleasing environment with a view to appreciation of beauty and order. Each student's possibility of success increases when s/he works at the appropriate level of difficulty and senses positive expectations from his teachers.
2. Areas of Learning - Mastery of basic skills is considered a vital part of education, essential for success in studies of other subjects as well as most situations in life. A broad and varied program of physical education, fine arts, and other activities is also considered important to enhance the interest and education of the students.
3. Social Behavior - For a useful and meaningful life we encourage the development of personal qualities leading to acceptable values and harmonious relationships.
4. Cultural Awareness - An understanding and acceptance of the different cultures represented in the school are considered important. We believe emphasis should be placed on gaining an appreciation and knowledge of the Middle East and the country of Yemen in particular.
5. Environmental Awareness - We believe it is essential to have an awareness of the value of protecting and improving our environment.

THE SCHOOL CALENDAR 2008-2009

First Term

First Day: 26 August (Tuesday)

Last Day: 7 December (Sunday)

Holidays: 1 & 4 October (Wednesday & Saturday Idd Al-Fitr
14 & 15 October (Tuesday/Wednesday) Revolution Day (South) weekend

Winter Break – 8 December – 02 January (including Eid Al-Adha & Arabic New year)

◆ Number of school days: 70

Second Term

First Day: 03 January (Saturday)

Last Day: 18 March (Wednesday)

Spring Break – 21 March – 25 March - Including Easter

◆ Number of school days: 55

Third Term

First Day: 28 March (Saturday)

Last Day: 15 June (Monday)

Holidays: 11 & 12 April (Saturday & Sunday) Easter weekend
20 May (Wednesday) Unification Day weekend

◆ Number of School Days: 55

◆ TOTAL NUMBER OF SCHOOL DAYS – 180
(There may be holidays added which are not known at this time.
In any case the school will ensure at least 175 school days.)

◆ The school week is Saturday through Wednesday

THE SCHOOL DAY



This is how a student's time will be spent on a typical school day:

Normal School Day.

7:52	Warning Bell
7:55-8:00	Advisory
8:03-8:50	First Period
8:53-9:37	Second Period
9:37-9:53	Recess
9:56-10:40	Third Period
10:43-11:25	Fourth Period
11:29-12:11	Fifth Period
12:00	2/3/4/5 Yr Old Dismiss
12:11-12:39	Lunch
12:42-1:29	Sixth Period
1:32-2:14	Seventh Period
2:18-3:00	Eighth Period
3:00	Dismissal

Assembly Day Schedule.

7:52	Warning Bell
7:55-8:00	Advisory
8:03-8:43	First period
8:46-9:26	Second Period
9:26-10:06	Assembly
10:06-10:22	Recess
10:25-11:05	Third Period
11:08-11:46	Fourth Period
11:49-12:27	Fifth period
12:00	2/3/4/5 Yr Old Dism.
12:27-12:55	Lunch
12:58-1:38	Sixth Period
1:41-2:19	Seventh Period
2:22-3:00	Eighth Period
3:00	Dismissal

Ramadan Schedule.

8:52	Warning Bell
8:55-9:00	Advisory
9:03-9:40	First Period
9:43-10:20	Second Period
10:20-10:35	Recess
10:38-11:15	Third Period
11:18-11:55	Fourth Period
11:58-12:35	Fifth Period
12:30	2/3/4/5 Yr Old Dismissal
12:35-1:00	Lunch
1:03-1:40	Sixth Period
1:43-2:20	Seventh period
2:23-3:00	Eighth Period
3:00	Dismissal

The Two Three, Four and Five Year Old Class school day will be from 7:55 to 12:00.

The normal school day for Six through Eleven Year Old Classes will be from 7:55 to 1:29. On Activity Days and for students who take special subjects the school day will extend to 3:00. The buses leave the school at 3:05 on these days. On all other days, the buses leave at 1:35 except when the school is following an Assembly Schedule in which case the buses leave seven minutes later.

For the Twelve/Thirteen Year Old Classes and Secondary School Students the school day will begin at 7:55 and dismiss at 3:00 each day. 4 days a week after school activities run until 4:30.

A NEW STUDENT ARRIVES

SIS staff and students want to help make your adjustment as a new student as smooth and happy as possible. SIS students and staff accept as a routine fact of life a steady flow of newcomers from many different countries and school systems, each making a unique contribution to our multi-cultural school society. You may be new now, but in a short time you will be the one greeting the newcomer!!

IMPORTANT DOCUMENTS TO BRING

Parents are asked to bring the following materials to assist with placement:

Prior scholastic records: If the releasing school will permit, parents should hand-carry copies of prior school records, including evaluations and special testing data. These records are useful in the first placement in the academic program of SIS. Otherwise, the releasing school should mail the records to:
Sanaa International School, Box 2002, Sanaa, Yemen.

Evidence of date of birth: Parents are asked to bring a copy of their children's birth certificate or some other evidence of their children's age (passports will do) so that students are placed in the correct homeroom class.

Completed SIS enrollment forms: All information should be completed on the SIS enrollment form including address and places parents can be contacted. Of utmost importance is the information about medical history, including allergies, physical limitations, etc. If any of this information should change after the time of enrollment, please inform the school.

THE PROPER NICHE

A student's homeroom class placement is determined by their age. In the elementary classes students will be with their age group for all subjects except, possibly, mathematics, reading, and language arts.

In order to better meet student's individual needs, placement in the mathematics and reading/language arts programs will be determined by the results of tests administered by SIS, previous school records, and teacher observation. If students are placed in an age group below their true age, a concerted effort will be made to advance them to their age group as soon as possible. This will require extra work on the students part as they may need to master more material than would normally be taught during a given period of time. If a student's performance is far ahead of their age group, they will be placed in advanced studies. We want students to work at the level at which they can be successful, and yet be challenged.

Due to the fact that our instructional program is delivered in English, some students whose English language skills do not allow successful mastery of the defined outcomes will be placed in an Intensive English program until ready for "mainstream" classroom programs. It is our experience that such an intensive introductory preparation provides students with necessary skills to assure success. Intensive English students will be expected to work hard to reach the required performance level so they can progress to the mainstream classes. It is usual that students exit Intensive English in stages. Students may also receive extra support from the Intensive English Department if needed after they have joined mainstream classes.

THE ACADEMIC PROGRAM

Sanaa International School has a strong belief that all of our students can succeed.

We depart somewhat from traditional schools in that we are not as much concerned about time as being the "defining" factor of your learning. In most schools students are given a certain amount of time to complete learning in a subject and then they are assessed on their performance. At SIS we want to use time as a resource so students can master the outcomes that are designed to make them into a well-educated and well-adjusted person. In our model of learning a student either masters the outcomes in each area, or they are simply not finished. When they achieve mastery level they are immediately rewarded by receiving credit for the outcome. Thus we have only mastery grades of "A" or "B," or still "in progress". We recognize that not everyone will master outcomes at the same rate. Many students will be able to finish an outcome rather quickly and they will then be allowed to work on a selective outcome and gain credit for doing so. Others will take longer to achieve mastery level and will be given time to do so. In other words, students have more than one chance to be successful. The outcomes students will need to learn to a mastery level are clearly defined and clearly stated. No tricks! We believe in teaching what we test and testing what we teach.

It is important to learn more than the "academics." We feel it equally important that the often hidden part of the curriculum, what we call Success Orientations, be a vital part of school experiences. Therefore Sanaa International School has designed EXIT OUTCOMES which are the bases of the whole curriculum. These EXIT OUTCOMES fall into three categories: *Success Orientations, Competencies, and Knowledge*. Although these categories are related and are in many ways interdependent, the following three verbs give definition to the Exit Outcomes:

'to be'	Success Orientations
'to do'	Competencies
'to know'	Knowledge

SUCCESS ORIENTATIONS

SUCCESS FOR ALL is the motto of Sanaa International School. We want this to be more than just a slogan. Research indicates and our experience confirms that successful people have developed personal orientations that lead to success. Personal habits, the ability to interact successfully with others, reliability, responsibility, diligent work habits, promptness, keeping your word, kindness, and other factors in this realm are at least as important as the knowledge learnt and the competencies gained. Responsibility for success in these orientations rests first and foremost in the home; however, they are actively encouraged and taught in virtually all areas of the school curriculum, with the view of making them a vital part of your life pattern. The role of SIS is to reinforce the efforts of the home.

Success orientations are evaluated independently. Academic evaluations are given solely on the basis of your performance in the specified outcomes in the academic areas. Evaluations of the success orientations are limited to situations within the jurisdiction of the school and are made by a consensus of the professional staff members.

*** RESPONSIBILITY * TRUSTWORTHINESS * GROUP INTERACTION *
* AESTHETIC APPRECIATION * KINDNESS / POLITENESS *
* INDEPENDENT ENDEAVOR * CONCERN FOR OTHERS***

SUCCESS IN THESE AREAS LEADS TO SUCCESS IN LIFE !!

COMPETENCIES

In recent times there has been a tremendous information explosion along with scientific and technological advances. It becomes increasingly important for students to develop competencies which will give them the tools to cope with this present age. To become productive participants in modern society you will need to gain skills related to these advances.

Particularly important are the higher order thinking skills. Skills related to the arts and physical fitness are important with a view to beauty and quality of life.

Sanaa International School considers mastery in each of the seven competencies listed below as essential to your success.

- * NUMERACY AND MATHEMATICAL SKILLS ***
- * VERBAL AND WRITTEN COMMUNICATION SKILLS ***
- * THINKING AND PROBLEM SOLVING SKILLS ***
- * DECISION-MAKING AND JUDGMENT SKILLS ***
- * COMMERCIAL SKILLS ***
- * PSYCHOMOTOR SKILLS ***
- * FINE ARTS SKILLS ***

KNOWLEDGE

In the modern world there has been a vast increase of knowledge which continues today. It is impossible to know everything. We have to choose carefully the things that are considered essential for a person who is educated in modern society. We believe it is better to engage in the study of less information and gain mastery rather than cover large amounts of information superficially without mastery.

LESS IS MORE !!

In order for students to develop competencies, they must have a firm foundation of facts and knowledge. Certain facts must be memorized and used as tools in gaining other knowledge and in developing competencies. Other knowledge is gained by building upon and combining fundamental facts and bits of knowledge. This happens by hearing, seeing, and experiencing in learning situations, followed by practice and repeated exposure. No one knows all the ways it happens; however, some of the ways are by dialogue, questioning, experimentation, risk-taking, and group activities.

In the realm of knowledge SIS has identified seven areas. Mastery of these Exit Outcomes will lead to a successful school experience in Sanaa International School.

- * MATHEMATICS ***
- * ENGLISH / LITERATURE ***
- * CULTURAL STUDIES ***
- * SCIENCE ***
- * CREATIVE AND APPLIED ARTS ***
- * LANGUAGES OTHER THAN ENGLISH ***
- * PERSONAL HEALTH AND WORLD ENVIRONMENTAL ISSUES ***

STUDENT EVALUATION

The three basic premises of Sanaa International School's model of education are:

***All students can learn at a high level of achievement.**

***Success breeds success.**

***It is the school's responsibility to provide the conditions for the student's success.**

With this in mind, SIS does not accept mediocre (grade of "C") or poor (grade of "D" or "F") work. Traditionally the grades of "A" or "B" are considered to be Mastery Grades.

The evaluations given in the written status reports are defined as follows:

- A All essential parts of the outcome were mastered at an appropriately high level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.
- B All essential parts of the outcome were mastered at an appropriately high level in which the student successfully engaged in higher order thinking or performance skills.
- P The student is "in progress" in the outcome. (normal)
- H The outcome is "on hold" for a legitimate reason. (The student has begun the outcome, but is currently not pursuing it.)
- D The student has not made reasonable effort and is therefore "deficient" in attaining mastery of the outcome.
- E "Exposure". The student made a reasonable effort in the outcome and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not in the areas of mathematics, reading, or language arts.)
- W The student was withdrawn from this outcome.

In the Secondary School students are granted one credit for mastery of each unit outcome which is credentialed "A" or "B." Thus, ten credits correspond to one "Carnegie Unit" used by most American secondary schools.

Evaluations, called STATUS REPORTS, are issued to all students five times each year (at the end of each "Quintile"). If there is a need or reasonable request, a status report can be issued at any time. Evaluations for student progress will be entered in the computer as soon as possible after mastery is demonstrated for each unit outcome.

SIS encourages all students to pursue a challenging academic course of studies. Students are required to learn to a level of mastery. We use only mastery grades of "A" or "B." Although students have more than one chance to achieve mastery in each outcome, we expect most students to master outcomes during their first opportunity.

Students wishing to upgrade from "B" to an "A" will need to address this issue early, and make the necessary arrangements to do so with their teacher.

Note: Students who cheat during testing will have to retake all previously mastered units in that course.

COMPLETION OF OUTCOMES

Students are expected to complete units in a timely manner. Students who are late in completing an essential unit should plan to complete it before the following unit comes to an end. If the student has not completed the essential unit by this time, the teacher will put either an **H**, **D**, or **W** on the outcome card.

-H is for students who are struggling with the work and are not progressing. The essential unit is put on hold, and students may reenter the essential unit at a later date.

-D is for students who are deficient, that is, they put in very little effort and are not making progress in that unit.

-W means a student is withdrawn and can only be readmitted with teacher approval.

Students are expected to use their time wisely to complete the courses in which they are enrolled. Students who do not complete courses will find that they have to continue with that course the following year. They will need to take a safety net class in order to complete their units and may miss out on the opportunity to take other courses. Expanded opportunities do not mean eternal opportunities! Students will be expected to make their academic work a top priority and allocate their time accordingly.

If a student does not pass a unit test then they will need reteaching on the areas where they have not shown mastery and will need to complete more work to demonstrate their increased understanding and therefore earn the right to take a retest. Students are strongly encouraged to perform to their best at all times and work and study to pass units on the first attempt whenever possible.

It is not expected that secondary students abuse the testing procedure by taking multiple versions of tests to pass the unit. This can occur when they do not study for the first test in the hope that they will find out what the test is like, and then take the second test, and sometimes a third before they pass*. To discourage this practice there are some guidelines. (*Sometimes struggling students take multiple tests, and if this is the case, the student may be misplaced.)

-All students having difficulties that are revealed by the first test will be allowed to retest

-If a student does not pass the student must retest.

- Before students are allowed to retest the teacher will require them to demonstrate that they have now mastered the material. This usually means that the student must complete **extra assignments** relating to the outcome to demonstrate their mastery and that they are ready to take test B. (This helps encourage students to take and pass the test the first time.)

-If a student does not pass the second test, he or she must file a **petition**, in order to be allowed to sit for further tests. For this they will need the approval of their teacher.

-Secondary students must formally declare candidacy for the type of diploma they are working towards at the beginning of their third year secondary. Staff will approve their choice by October 15. Their progress will be monitored throughout the year by advisors. Formal review of their progress will take place during the third quintile. If they are making adequate progress (all current with work and no incomplete essential units), they may proceed. If not, they must declare candidacy for the lower diploma. If you are aiming for a practical diploma and you are not on target by the third quintile, a conference will be held to inform your parents that you will probably not graduate on time.

IN SUPPORT OF STUDENTS.....

A truly important part of the SIS educational program is the **Advisory System**. Each student has one or two student advisors. These advisors are student advocates throughout the school year.

The Advisory System has many benefits: it helps to individualize the educational experience for each student, it allows for teacher and student interaction on a more personal level, and it facilitates communication.

Advisors are sensitive to a student's morale and general well-being on a daily basis and can take appropriate action when there is a reason for concern or follow-up. Advisors work in cooperation with the administration to help students select courses, process schedule changes, meet requirements, and seek extra help. Advisors make every effort to be informed of their advisees' academic situations. Advisors review their advisees' academic and social progress and work together with classroom teachers and the administration to reach students' potentials and goals.

Each morning students are required to attend an Advisory time, during which attendance is recorded and announcements and programs are reviewed. The advisor is also a channel for communication with parents. Throughout the year the advisor keeps parents informed of important concerns as well as any disciplinary or social problems. Working together with the classroom teacher and the school administration, students are expected to perform at a high standard, academically, and socially.

ADVISORS / HOMEROOM TEACHERS SCHOOL YEAR 2008-2009

2/3/4 yr old class:	Mrs. Nicola Erskine	City Campus
5 yr old class:	Mrs. Katherine Houth	Room 6
6 yr old class:	Ms. Amalia Holtz	Room 5
7 yr old class:	Ms. Naphali Quisenberry	Room 4
8 yr old class:	Mrs. Sharalee Gunther	Room 2
9 yr old class:	Mrs. Lariska Muurilig	Room 3
10 yr old class:	Mrs. Anna Soares	Room 1
11 yr old class:	Mr. Kent Arimura	Room 11
12/13 yr old class:	Mrs. Zalino Bona & Mr. Christopher Forczyk	Room 17
Secondary I:	Mrs. Marianne Forczyk & Mr. Mark Rinker	Room P1
Secondary II:	Mr. John Gunther & Mr. Kevin Aldrich	Room P2
Secondary III:	Mr. David Stanton	Room 7
Secondary IV:	Mr. Phil Weirich & Mr. Hiep Duc Nguyen	Room 8

CLOSED CAMPUS

Sanaa International School is a closed campus which means students may not leave the campus without permission from the office or the school nurse. The reason for this rule:

Parents have entrusted us with their children's well-being and safety. Therefore, we must know where the students are at all times. Student's safety and security are our first consideration.

A "closed campus" also means visitors and non-students must check through the school office before being allowed to visit the school. We must know who is on campus at all times.

Non-students are not to come at recess, lunch time, or during class time to see students directly. They must check in through the office!

STUDENT CONDUCT

With reference to student behavior, common sense and good manners are the guidelines. This includes responsibility and respect for others. The following are a few of the specific rules that have been agreed upon by the students, staff, and administration. Students and teachers will formulate rules of conduct for their individual classrooms.

- *Plagiarism, the submitting of others work without quoting the source, is unacceptable academic practice and is considered cheating.
- *Snacks and lunches are to be eaten outside.
- *Running, rowdiness, and activities are restricted to appropriate areas.
- *Gum chewing and rock throwing are not permitted.
- *You are not to use obscene, foul, vulgar, or inflammatory language.
- *Habitual tardiness to school and skipping classes are unacceptable.
- *You must be respectful of the property of others, refraining from damaging or taking others' belongings.
- *Students must remain on the school grounds during school hours.
- *A student who has been "suspended out of school" or was absent during school hours may not participate in any school-sponsored function that day.
- *Smoking or being in the possession of tobacco, alcohol or other drugs is not permitted.

WE EXPECT STUDENTS

- *To be responsible, cooperative, and supportive.
- *To be respectful of all parents, teachers, paraprofessionals, bus drivers, and custodians.
- *To have a good attitude toward learning.
- *To give your attention to the required task.
- *To be enthusiastic.

PHYSICAL VIOLENCE

The school has a very low tolerance of students sorting out their challenges by using physical violence. We understand that students are in the process of learning acceptable behaviors and do make mistakes. However, any student hitting, punching, or kicking another student will be suspended until such a time as their parents can visit the school to discuss the incident. At this meeting parents and administration will ensure that the student fully understands that physical violence is not permitted at SIS. The student, parents, and administration will all sign a contract stating that a repeat of this behavior will be grounds for dismissal from SIS.

DRESS CODE

(12 YEAR OLD CLASS AND OLDER)

Sanaa International School does not have a specific dress code. In view of the cultural diversity of our students, a few guidelines are in order. We hope these are taken in the spirit of cultural sensitivity, common sense, and respect for others. You are expected to wear appropriate clothing while attending school, on field trips, or at any other school function.

- *for boys and girls all shirts, tops, blouses etc, must have sleeves; shorts are permitted, but the length of shorts and skirts should be around the knee. Shirts and blouses should be long enough to keep the midriff covered.
- *lycra shorts and clothing printed with vulgar or double meaning words are inappropriate.

Appropriate dress for P.E. classes will be discussed by P.E. instructors. After physical education classes or sports activities students should change back into school clothing.

TARDINESS

TO SCHOOL.....All students are expected to be in school on time for the Advisory period at 7:55. Students are expected to report to the office if they arrive after the bell at the beginning of the Advisory period. Parents will be informed if their children are persistently late arriving at school, and they will be expected to make the necessary changes to ensure that their children arrive in school on time.

In the case that you arrive at school after the beginning of the instructional day (1st period) you will be listed on the absent list. You must report to the school office in order that you will not be counted absent the rest of the day. Teachers will not allow you to enter the class without a note from the office indicating you have spoken with the attendance secretary.

TO CLASS.....Except in the case of repeated tardiness, teachers and advisors will deal with lateness to class themselves. In all responses to tardiness, teachers will concentrate on teaching the correct habits through reward and encouragement, emphasizing the importance of such a lifestyle for future adult life patterns. However it may be necessary for a few students to experience the removal of privileges, isolation, or detention time during lunch or recess as incentives to punctuality. In some cases, due to certain cultural dynamics, punctuality is not highly esteemed nor is tardiness considered inappropriate. At SIS we are committed to teaching otherwise.

The student will begin each quintile with zero tardies. Students are fully expected to fulfill their responsibilities by arriving in class on time. Therefore, a student who is tardy four times in a given quintile will automatically receive an X for responsibility on the Success Orientations.

Students who need to visit the bathroom during lesson times will be permitted to do so. However, students are expected to take advantage of recess, lunch, and class changeover times for bathroom visits. Class periods are designed for learning.

Students taking part in a double period on a block schedule are not expected to leave the class between the bells signaling class changeover times for students who are not on a block schedule.

Students are expected to attend all their classes. If you are not on the absence roster and are not in class you will be reported as being truant or "skipping" class. Any teacher who sees students in the locker bays or lingering around bathrooms, the library, or common areas during class time will report this.

ATTENDANCE

Many learning experiences occur in a classroom setting. Many of these experiences cannot be duplicated through make-up assignments. School attendance is extremely important for successful learning. Future employers and university placement officials often ask for student records of attendance as an indicator of the reliability and motivation of the individual. It is expected for students to be in school except for sickness or extenuating circumstances.

Advisors turn in to the office an absentee form each day, noting all students who are not present at the beginning of the advisory period. The office publishes a list of all students who are absent by recess. Parents are sometimes called to verify the absence. Lengthy or frequent absences are brought to the attention of the administration so that parents can be alerted to a potential problem. In the event of a lengthy illness, teachers will do everything possible to help you make up your missed work. It is the student's responsibility to contact the teacher for make up work and to set convenient times for make up tests or quizzes.

COURSE COMMITMENT

If a student registers for a course, they commit themselves to complete it. If during the year a student believes they cannot continue in the course, they should meet with their teacher and discuss the matter. After discussion, if the student still wants to drop the course, the school will require written permission from your parents. In general, students should add/drop a course in the first week of the course. Seldom will permission be granted after that period. It is important that care and deliberation be given while selecting courses of study.

SCHOOL SUPPLIES

Books are used without charge with the expectation they will be returned in a condition that reflects reasonable use. A good policy is to cover your books to minimize incidental wear. If a book is lost, damaged, or vandalized, the student will be required to pay to enable the school to replace the book in Yemen. This sum is usually about twice the initial cost of the book! You are expected to provide your own writing paper, pens, pencils, and erasers. Due to the difficulty of bringing in supplies school textbooks are not to be taken out of the country.

EARLY WITHDRAWAL FROM SCHOOL

Notice of early withdrawal from school should be made by parents to the school office in writing. Credit will be granted only for work completed, turned in, evaluated, and recorded.

INTENSIVE ENGLISH

The Intensive English program is for students in Sanaa International School who are in need of special attention in verbal and written English, particularly those for whom English is not a first language.

The principal goal of Intensive English is to bring students to a level of academic English, including oral competency, which allows them to transfer to regular classes as rapidly as possible. Students of different ages, maturities, linguistic backgrounds, and previous exposure to English will progress at different rates. Students are assigned to the appropriate level to best meet individual needs. Special instruction is designed to bring elementary students to age-level equivalency in Reading and Language Arts, with the skills needed to experience success as they transfer into these "mainstream" classes. Students of secondary school age will enter the Secondary English courses when they have the skills to experience success. Students do not receive secondary credits for units mastered in Intensive English.

For students entering Sanaa International School with little or no English there is an initial emphasis on providing survival skills in spoken English. The content of Intensive English parallels that of the Elementary English courses while building a foundation for academic success.

Secondary students will need an acceptable of English to be eligible to enter many of the secondary classes.

PARENT NIGHTS

The purpose of these evenings is to provide an opportunity for parents to learn more about the various programs in the school and provide an opportunity for parents to get together with teachers for discussion about school programs. The purpose of Parent Nights is not to discuss individual student progress (this opportunity is provided in Parent-Teacher Conferences) but simply a means of becoming better acquainted with the school, the teachers, and one another.

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences will be held once each term. A letter will be sent to each family each term requesting they return a form indicating which teachers they would like to meet. The office will schedule conferences with times as convenient as possible. School is usually dismissed for one to accommodate these conferences. A second day is shortened for this purpose.

VISITORS TO SCHOOL

It is not unusual to have visitors in the classrooms. They may be new parents, prospective new students, former students, or friends of students. **Visitors must check in through the office before visiting any classes.**

UNUSUAL DEPARTURES DURING SCHOOL HOURS

Students are usually permitted to leave early at the request of the parents, nurse, or school administrator. Parents who wish their child to leave school at a different time from normal are required to send in a written note to the school office. Student who have written, authorization from their parents are requested to give that note to the school office first thing in the morning, and must check out with the office prior to departure. SIS does not consider fatigue (tiredness) from staying up late an authorized excuse to leave school early. Students wishing to go home on a different bus than normal to visit a friend that day are also required to bring in written permission from their parents.

OUT OF SCHOOL EXCURSIONS

If students represent Sanaa International School in functions which take them away from the school site (such as soccer games, track and field team trips, Excursion Week, other excursions and field trips), they are required to meet certain standards of scholarship and behavior as outlined below:

SCHOLARSHIP: Students are expected to be diligent in your studies and show mastery of the schoolwork of which they are capable. Denial of participation in any function may be made in individual cases by the classroom teacher or the administration

BEHAVIOR: Students are expected to demonstrate behavior as outlined in the Student Handbook.

In summary, it is the goal of Sanaa International School to have students who represent the school with positive attitudes concerning the school, positive attitudes reflected in correct behavior, and attitudes that lead to diligence in scholarship. With this in mind, the school has the right to select those students who will benefit from out of school excursions and whose representation of the school will enhance the school's image.

HEALTH SERVICES

In case of injury, students must notify the school nurse who is based in the library. The office will notify parents as soon as possible if the injury takes place at school. If a doctor is to be consulted, the office will contact the parents first, if possible. If a student has a chronic illness or some physical handicap, this information should be given to the school office or school nurse. **Students with communicable illnesses, severe colds, or fevers, should not come to school,**

USE OF SCHOOL COMPUTERS

Students may use school computers when under the direct supervision (a teacher present in the room) of an SIS staff member. For independent use students must demonstrate they are responsible and proficient in the care and operation of computers before being given permission to use the school computers. Computers are provided to assist students in their academic pursuits. They are not provided for the downloading of music, videos, etc. Food and drinks are not permitted around the computers.

HOMEWORK POLICY

PHILOSOPHY

The purpose of homework is to practice the skills taught that day in school or to prepare you for future work. There are three acceptable categories of homework: practice (reinforcement), preparation, and extension activities. Homework may be a prerequisite to taking a test for evaluation. Homework itself is not part of the evaluation.

HOMEWORK SHOULD NOT:

- * Introduce initial learning of new material, either skills or knowledge components.
- * Require extensive teacher or parent direction or help.
- * Be so excessive that it precludes students from joining family activities or other forms of childhood socialization.
- * Be given as busy work or punishment.

HOMEWORK SHOULD:

- * Be well-planned and complement classroom learning.
- * Have immediate, timely feedback.
- * Have proper resources available, if research is assigned.
- * Be meaningful and challenging.
- * Have clear procedures for accomplishment and clear and enforced due dates.
- * Be written on chalkboard or handout as well as assigned verbally.

SPECIFIC CONSIDERATIONS:

- * If you as a student are continually overburdened with homework assignments, a "staffing" with the teachers and an administrator may be needed to determine the best course of action for you.
- * Where several teachers are involved, as in the secondary school program, it is imperative that close coordination be maintained between teachers so that excessive homework assignments are not given on a particular day.
- * Homework assignments are legitimately used to qualify a student for preparation of a mastery/summative examination.
- * Parents are to be notified in writing (copy to the student folder) whenever it appears that assignments are not being consistently completed.

STUDENT AUTOMOBILE POLICY



Student Drivers

A Students wishing to drive on school grounds **MUST** have:

- 1) a photocopy of a valid Yemeni driver's license and**
- 2) proof of insurance for the car which is brought to school,**
- 3) a signed parental permission form agreeing permission for the student to drive to and from school.**

These three things must be filed in their student folder in the school office **before** a student is allowed to drive on campus

B Students are not to take passengers in cars to or from school unless those passengers have a signed parental permission slip in their student folder for a specific driver.

C. Students are to operate their vehicle in a responsible way at all times.

Responsibilities for use of automobiles are required with a view to safety and acceptable social behavior.

Safety of drivers and others should be foremost in the minds of those driving automobiles.

Consideration of others (students, teachers, and visitors) should be given by those driving automobiles to and from school.

Student Drivers are to obtain permission from the administration before leaving the school grounds during the school day. (See Closed Campus policy)

Students are to park only in designated parking areas. During the school day students are not permitted in the student parking area in or around the cars.

In the event a question arises concerning this policy, it is suggested that the student discuss the matter with his/her Advisor, other staff members, and the administration for guidance.

Sanaa International School recognizes the importance of young people learning the proper use of an automobile.

It is important that young people learn to operate an automobile safely in view of the necessity of this kind of transportation in the world.

Cooperation, sharing, and positive social behaviors are encouraged.

Driving develops an awareness of financial and economic responsibilities.

Attitudes are developed which lead young people to accepting responsibilities as they become adults.

SCHOOL BUS REGULATIONS

ALL RULES LISTED ARE IN THE INTEREST OF SAFETY

- * Students must be at the arranged pick up point at the appointed times. The driver will not wait for latecomers.
- * Students will be under the authority of the chaperon who may assign them a seat.
- * Students should seat themselves as quickly as possible and remain seated until the bus has come to a complete stop before exiting.
- * At no time will students open the bus doors before the bus has come to a complete halt.
- * If the bus must stop in such a position that a student must cross a street, the chaperon may accompany the student unless special arrangements are made with the parents. (This may not apply to older students.)
- * Students will not be permitted to be unduly noisy or unruly at any time on the bus. The loud noises and movement may distract the driver and cause an accident.
- * Students are not allowed to eat/drink on the bus.
- * Teasing one another while on the bus will not be tolerated.
- * Profane, obscene, or otherwise unacceptable language is not permitted.
- * Students are not to lean out of windows, shout, or throw things from the bus.
- * Students are expected to keep the bus tidy and not dispose of rubbish on the bus.
- * A note from your parents must be sent to the office should you want to get off the bus at any stop other than your own.
- * Young students who normally have a person waiting for them at the bus stop will be returned to the school if this person is not there to meet the student. Parents will then be notified.
- * If you become uncooperative or do not abide by these rules, you may be prohibited from riding the bus for a period of time determined by the administration.

The following suggestions are in the interest of making the bus ride as pleasant as possible:

- * **GREET THE BUS DRIVER IN A PLEASANT WAY.**
- * **BE COURTEOUS.**
- * **BE PLEASANT TO OTHER CHILDREN.**

WEAPONS POLICY

Sanaa International School prohibits the possession of dangerous weapons by students of the school anytime on the school's property (whether on a person or in a vehicle) or at a school function away from the school property. Details of this policy are as follows:

1. Dangerous weapons include, but are not limited to, firearms, fireworks, other explosives, and most knives.
2. The penalty for possession of firearms is immediate expulsion from the school. The reason for this is the safety of everyone at the school. The school community will not tolerate the presence of firearms at the school in the possession of students.
3. The penalty for possession of other weapons will be determined by the school administration.
4. In view of the seriousness of this matter and the safety of students and faculty, the school reserves the right to search students as well as their vehicles, bags, and lockers if there is reason to believe that weapons may be on the premises.

LIBRARY POLICY

1. **BORROWING** - You are allowed to take up to three books at a time. Books are to be checked out for one week and may be returned and/or exchanged at any time. Older students may make arrangements with the librarian to check out additional books as needed for reference/project work.
2. **OVERNIGHT** - Reference materials may be checked out overnight and returned at 8:00 a.m. the following school morning. (The latest dated set of encyclopedias may not be removed from the library, not even to the classroom.)
3. **RENEWAL** - If you desire to keep a book more than one week, it must be renewed after the first week.
4. **OVERDUE BOOKS** - If books are not returned on the due date, a written reminder (1st notice) will be given to you. If the books are not returned with this reminder, a 2nd notice will be given.
5. **LOST OR DAMAGED BOOKS** - You are required to pay for lost or damaged books. If you pay for a book and it is later found, you will be reimbursed the amount paid. Any book damaged due to negligence will be charged in accordance with the degree to which the book was damaged or double the original value of the book plus \$1 (one dollar)
6. **OTHER CONSIDERATIONS** - If you have outstanding book charges, your library privileges will be withheld until paid. If at the end of a quintile, library fines remain outstanding, your status report, diploma, letters of recommendation, etc. will be withheld until the payment is made.

REMEMBER!!!

ALL BOOKS TAKEN FROM THE LIBRARY MUST BE CHECKED OUT!!!

PERSONAL PROPERTY

Students are strongly discouraged from bringing valuable personal property to school. The school assumes **NO RESPONSIBILITY** for lost or stolen property. Walkmans, Ipods and cell phones are allowed on buses and between classes, but are not to be used during instruction time. Many of these items are small, valuable and attractive to others. If students do bring them to school then we suggest that students keep them locked up in their lockers when not in use.

LOST AND FOUND

A lost and found department is maintained in the library. Students are to turn in all found items to a teacher, librarian, or the office. Parents are most strongly urged to mark personal property with name and age so that found items may be returned to those to whom they belong. At least three times a year, items in the Lost and Found will be displayed, particularly during parent / teacher conferences. The Lost and Found box is located in the entrance to the library.

STUDENT ACTIVITIES 6 TO 11 YEAR OLD STUDENTS



School activities are provided for elementary students Sunday and Tuesday of each school week. Most elementary teachers normally sponsor one activity per week. This may vary somewhat depending on the teaching load of the teacher. Both teacher and student interests are taken into account when the activity schedule is made each term. If you elect to take an activity, you are expected to meet each time the activity is held.

The purposes of the activity program are:

- To promote an interest in, and an opportunity to explore, new and/or varied interests not usually available in the curriculum.
- To provide an opportunity for students to voluntarily pursue interests in a non-academic and ungraded situation.
- To encourage learning and physical fitness as an acceptable leisure time activity.
- To allow students to develop academic and motor skills in addition to that which is available in the regular curriculum.
- To provide students with opportunities to engage in extra-curricular activities of interest that would not otherwise be available in the community.
- To give students additional opportunities to share their own experiences and interests with others.
- To provide an opportunity to see the relationship of knowledge between one area of learning and another and to transfer learning between areas.

Parents and members of the community who have skills that can be shared with students are encouraged to become involved in the activity program. Activities are from 2:15 - 3:00 on Sundays and Tuesdays.

SECONDARY SCHOOL ACTIVITIES

Education has two sides, the curricular and the extracurricular. Both are important. Young adults need a wide range of interests and activities. Sanaa International School encourages secondary school students to become involved in extracurricular activities. Four days each week the school runs a "late bus" for students who are involved in extracurricular activities or those who have re-testing or other academic work to make up. This bus leaves the school around 4:30pm. Some activities are organized and sponsored by school personnel. Soccer, track, and basketball are examples of this. Other activities may be organized by students or teachers who have special interests. If students are interested in participating in some special activity, talk it over with other students and your class advisor.

STUDENT LOUNGE

A pool table is available in the student lounge. The use of the pool table is monitored by the students. Rules for the use of the pool table are posted. Students who do not follow the rules will have their student lounge privileges removed.

The student lounge is located in the video room which may be used during the lunch time and recess only. The door to this room is kept open at all times and the duty teachers are charged with monitoring this area. Student-selected music which falls within guidelines acceptable to all students and which is in harmony with what is expected at school may be played. Any songs with lyrics that are not in keeping with the general climate of the school community may not be played. The student lounge is intended to reflect everything that is good about SIS.

SCHOOL-WIDE ACTIVITIES

Each year, all students and staff have the opportunity to participate in many fun activities often held during the regular school day. In addition a number of other activities take place.

Back-to-School Night: Parents are encouraged to attend to meet teachers and to look around the school to see what the students will be doing during their time at school. Student progress is not discussed as Parent-Teacher Conferences are scheduled later in the term. Parents of potential graduates are required to attend a special meeting designed for them at this time by the graduate advisors.

Dress-Up Day: This is a special theme day where students and teachers are encouraged to be anything but normal. Regular dress codes are still in effect!

Walk for Wildlife: A day with a conservation focus where staff, students, and parents raise money to support the work of the School's Conservation Club.

Yemen Day: A special day when we celebrate the unique culture of Yemen. Various events are scheduled including a souk in the school courtyard and Yemeni dancing.

Bab Al Mandab: A week long camping trip that visits many of the best bird watching sites in Yemen. The highlight is observing many thousands of migrating eagles soaring into the morning air at Bab al Mandab in order to gain height for their crossing of the Red Sea.

Various Flea Markets and other "Fete" days full of fun and games for the whole school.

Elementary Sports Day: A fun day for elementary students to perform in a number of sporting events.

SIS Invitational Track Meet: This takes place in the national stadium in Sanaa. A number of other local schools are invited to take part in a track and field meet with the students of SIS.

Screaming Eagles Track Meet: An international track meet, attended by over 20 international schools, which is held in Cairo each year for top athletes from the region.

Excursion Week: The week before the Spring Break in March is devoted to Excursion Week. This is a special week for students in the 12 year old to Secondary IV program. Many out-of-country and in country excursions are offered by teachers. Teachers write educational objectives for these trips. While students are expected to have fun, students are expected to complete academic work for credit.

ELEMENTARY COURSE OFFERINGS

Students may finish their school day at 13:30 or may elect to stay for an extended day of Arabic Studies, or Activities. Students of Yemen nationality in the 6 through 11 year old classes must take Arabic Studies. Students in the 11 year old class may take French I or Arabic I classes.

5 year old class

Mathematics	Reading	Language Arts	Science
Cultural Studies	Music	Library	
Computer Literacy	Physical Education	Art	

6 year through 11 year old classes

Mathematics	Library	Arabic Studies (for Arabic speakers):
Physical Education	Music	*Arabic Language
Reading	Science	*Arabic Culture
Computer Literacy	Art	Arabic as a Foreign Language
Language Arts	Activities	Cultural Studies
German Studies		
Intensive English		

12 and 13 year old classes

Our Twelve and Thirteen Year students are required to take a set of core courses in English, language arts, cultural studies, mathematics, science, physical education, art, and music. Students are placed in English, language arts, and mathematics classes according to their achievement levels. We encourage our students to proceed into secondary school courses if they are able. It is not uncommon for a thirteen year old student to be engaged in secondary school English and/or Algebra. Secondary school credit is given to twelve and thirteen year students who satisfactorily master the outcomes in secondary classes.

Mathematics

Mathematics 11
Mathematics 12
Mathematics 13
Algebra

English

Reading 11
Language Arts 11
Reading 12
Language Arts 12
Reading 13
Language Arts 13
Literature I
Writing I

Cultural Studies 12/13

Cultural Studies 12/13
Course A
Course B

Languages

Arabic Studies 12/13
Arabic Studies Secondary
Arabic I/II
French I
French II

Physical and Health Education

P.E. Three times/week
Sat-Mon-Tues

Fine Arts

Art
Music

Science 12/13

Life Science 12/13
Physical Science 12/13

Electives

Computer Literacy, Robotics, Fine Arts, Languages other than English, Sports, Drama.

SECONDARY SCHOOL COURSE OFFERINGS



Mathematics

Algebra
Geometry
Adv. Mathematics I
Adv. Mathematics II
AP-Calculus

English

Literature I
Writing I
Literature II
Writing II
American Literature
British Literature
Research Project
Computer Literacy I
Journalism / Yearbook
AP- Literature and Composition
AP Language and Composition

Cultural Studies

World Geography
Modern World History
US-History
World Governments / Economics
AP-European History
AP World History

Science

Physical Science
Biology & AP Biology
Environmental Science or Discovery Science
Physics
Chemistry & AP Chemistry

Languages

Arabic Studies
Arabic I/II
French I
French II
French III
AP-French
AP-German

Fine Arts

Art I/II
AP-Art

Personal Health

Lifetime Sports
Team Sports
Fitness
Health
In Depth Sports

Electives

German studies
Band
Reading for Pleasure

SECONDARY SCHOOL GRADUATION REQUIREMENTS

SANAA INTERNATIONAL SCHOOL offers a secondary program which leads to a Secondary School Diploma. Most graduates of Sanaa International School attend a college or university upon completion of their studies. Previous graduates of Sanaa International School have been very successful in obtaining admittance to colleges or universities of their choice.

THREE DIPLOMAS ARE OFFERED BY SANAA INTERNATIONAL SCHOOL:

- * **SECONDARY DIPLOMA**
- * **ACADEMIC DIPLOMA**
- * **ACADEMIC DIPLOMA WITH HONORS**

THE SECONDARY DIPLOMA is available to students who experience English language difficulties, time restraints, or other challenges which make it impractical to pursue a more advanced course of study. It is only available to students who are in their fourth year of secondary studies or who will turn 18 years old no later than 30 October following their graduation. In general, this diploma is suitable for students requiring a sound general secondary education.

A TOTAL OF 220 CREDITS (INCLUDING ELECTIVES) IS REQUIRED FOR THIS DIPLOMA. BELOW ARE LISTED THE MINIMUM REQUIREMENTS IN EACH DEPARTMENT.

English	(50 credits)	20 - Literature (Literature I & II) 20 - Writing (I & II) or demonstrated competency 10 - Computer Literacy (including 5 Keyboarding)
Mathematics	(20 credits)	10 - Algebra 10 - <i>mathematics elective</i>
Science	(20 credits)	10 - Biology OR Microbiology / Environmental Science 10 - Physical Science OR Discovery Science
Cultural Studies	(30 credits)	10 - World Geography 10 - Modern World History 10- <i>cultural studies electives</i>
Personal Health	(25 credits)	10 - Fitness 5 - Health 10 - <i>physical education elective</i>
Languages Other than English	(20 credits)	20 in ONE language OR demonstrated competencies in a second language
Creative Arts		10- <i>elective credits</i> (art, music, drama)

THE ACADEMIC DIPLOMA is a college or university preparatory course of study. Students who satisfactorily complete this program should expect admittance into an American college or university, or in some cases, universities in other countries.

A TOTAL OF 240 CREDITS (INCLUDING ELECTIVES) IS REQUIRED FOR THIS DIPLOMA. BELOW ARE LISTED THE MINIMUM REQUIREMENTS IN EACH DEPARTMENT.

English (80 credits)

- 20 - Literature (Literature I & II)
- 20 - Writing (I & II) or demonstrated competency
- 10 - American Literature
- 10 - British Literature
- 10 - Research Project
- 10 - Computer Literacy (including 5 Keyboarding)

Mathematics (30 credits)

- 10 - Algebra
- 10 - Geometry
- 10 - *mathematics elective*

Science (30 credits)

- 10 - Biology
- 10 - Physical Science
- 10 - *science elective*

Cultural Studies (40 credits)

- 10 - World Geography
- 10 - Modern World History
- 10 - US-History
- 5 - World Governments
- 5 - Economics

Personal Health (25 credits)

- 10 - Fitness
- 5 - Health
- 10 - *physical education elective*

Languages Other than English (20 credits)

- 20 in **ONE** language
- OR** demonstrated competencies in a second language

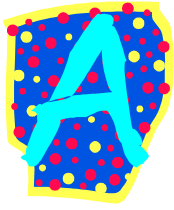
Creative Arts

- 10- *elective credits* (art, music, drama)

THE ACADEMIC DIPLOMA WITH HONORS is the most advanced diploma offered by Sanaa International School. Requirements are the same as The Academic Diploma but with the condition that the credits include at least two Advanced Placement (AP) courses (of ten credits each). **A total of 240 credits are required for this diploma.**

THE ADVANCED PLACEMENT PROGRAM. Advanced Placement (AP) courses challenge our SIS Third and Fourth Year Secondary students to think with the sophistication of college students. Depending on the enrollment, interest, and student capability, SIS will offer a Advanced Placement course or courses. These courses provide rigorous preparation for the AP exams credentialed by the Educational Testing Service in the United States. Many colleges and universities in the USA give university credit for test scores of 3 and better (on a scale of 1 to 5). Students need to be well aware that AP courses are demanding. Students wishing to take AP courses need the recommendation of the course teacher, plus another teacher, and an administrator. The cost of the exam (approx [US\\$85 in 2009](#)) is borne by the student.

Academic Awards.



The aim of Academic Awards:

- 1) To support and reinforce the school culture of excellence.
- 2) To give a concrete opportunity for secondary students to demonstrate independent endeavor.
- 3) To provide the opportunity for students to receive recognition for consistently producing high quality work, and doing more than the basic requirements.
- 4) To indicate to universities the students who have been prepared, and able, to go beyond the core curriculum.

An Academic award should be open to all students in any subject in which they are engaged for secondary credit.

The requirements for an academic award

The requirements for an academic award are two fold.

- 1) The student must have straight “A”s for all the required units for that course.
- 2) The student has completed an extra “project” in that subject area.

It is expected that the “project” would be about equal in work and quality to an extra unit in that subject. It could be that a student chooses to engage in an existing selective unit, or a student may choose to design their own project that may well follow their particular interest in that subject area. The “project” must be approved by, and will be assessed by, the course teacher. It is suggested that a part of any project includes a written outline of the project. (This could be in the form of TSWs)

Students can work on and complete their Academic Award projects at any time during the school year.

Expanded Opportunity



We know that giving students expanded opportunities for learning greatly increases their performance level. The research done by Bloom, Guskey, Block & Burns etc in the 1980s demonstrated that 75% of students could reach the levels of performance that traditionally only 25% of students reached. Any educational approach that can produce such excellent results clearly stands out from so much of current educational theory. Any process that can improve

student performance in such a way as this needs every encouragement to be implemented. QSI schools implement such an educational approach and see marked improvements in student performance.

into a new realm of performance

So often students that come to us have been used to a traditional approach to education where the test marks the end of learning opportunities. Once the paper or project is handed in the fate is sealed. Such an approach cuts the students off from the wonderful benefits of receiving feedback, correctives and an expanded opportunity beyond their best efforts. It is in improving on your previous best that takes you into a new realm of performance. Good teachers give feedback and correctives enroute to an evaluation, but it takes an institutionalized structure to enable this valuable process to carry on after the evaluation. Fortunately for students in QSI schools, this structure is in place.

the key is linked to hard work

Expanded opportunities are only valuable when they are used. In fact any opportunity only becomes valuable when it is seized. Few in education would dispute the vast potential inside the students in our care. It is persuading students to realize that potential that is the greatest challenge. So often the key is linked to hard work, dedication, commitment, and perseverance. This can often be released by inspiration, encouragement, enthusiasm, and vision.

Expanded Opportunity does not mean. . .

Of course not all students are immediately in a place to take advantage of the incredible opportunities for increasing performance that expanded opportunities offer. Some interpret Expanded Opportunity in ways it is not intended, and in ways that do not work for them. Expanded Opportunity does not mean not doing the assignment/homework by the time it was due. There is no way a teacher can give feedback and correctives on work that is not done and handed in! Expanded Opportunities definitely does not mean it is OK to miss the deadlines for work set by the teacher.

leaving assignments until well past the due time

Some students seem to believe Expanded Opportunity means they can do their work at a time of their own choosing and not at a time when it is set for the class. They can fail to complete a number of units in a timely manner and always seem to have too many units in progress (P). They seem to think that leaving their assignments until well past the due time and then handing in a whole bunch of work is an acceptable approach to life. It is possible that they believe that the standard that will be acceptable for work handed in late will be lower than that required for work handed in on time. Experience has shown that work handed in very late is often substandard and needs considerable reworking to reach a mastery level. This puts the students under intense time pressure towards the end of the year and can result in their desire to offload the responsibility from themselves onto the teacher.

Expanded Opportunity could well mean . . .

As the academic year progresses the main emphasis for many teachers is marking current assignments and re-teaching students who have demonstrated a pattern of working hard and keeping up in their classes. Students who are rushing to make up work that should have been done long ago can find they are not a top priority. These students sometimes fail to realize that their predicament, due to procrastination, or their lack of timely action, does not automatically become the major issue for the teacher or the class. These students need to understand that for them Expanded Opportunity could well mean re-enrolling in the class again next year, settling for a lower graduation diploma, or enrolling in an extra year in school.

These students have little in common with the student who is finding the course hard, struggling with their studies, but always completing homework and assignments and submitting them to the teacher on time. These students put themselves in a position for the teacher to be able to identify their areas of difficulty and to assist them in overcoming their particular challenges with appropriate correctives.

Progress through Secondary Advisories

Minimum requirements for advancing through Secondary Advisories

Students are assigned Secondary Advisories at the start of the academic school year.

The below are the absolute minimum requirements needed for a student to pass from one advisory to the next. They are not a guarantee that the student will graduate on time, even with a Practical Diploma. If a student falls behind in meeting these requirements then the student and parents should take this as a wake up call that indicates that the student is unlikely to graduate within the normal time frame unless a change of attitude and performance takes place. **It is expected that the vast majority of students will easily exceed these minimum requirements.**

For a student to enter Secondary 1:

To enter Lit 1 /Writing 1 the student must be reading at least at an 11 year old reading level. To enter World Geography a student must be enrolled in, or passed, Lit 1/Writing 1. To enter Physical Science a student must have demonstrated competency in Earth Science and be enrolled in, or passed, Algebra. (To enter Biology a student must have demonstrated competency in Life Science.)

For a student to enter Secondary 2:

The student must be reading at least at a 12 year old reading level.
The student must have a minimum of 50 secondary credits. Of these at least 30 must be in the required courses shown below. Up to 20 can be in Arabic courses.

For a student to enter Secondary 3:

The student must have a minimum of 100 credits. Of these at least 60 must be in the required courses shown below. Up to 40 can be in Arabic courses.

For a student to enter Secondary 4:

The student must be in a good position to graduate.
The student must have a minimum of 160 credits. Of these at least 100 must be in the required courses shown below. Up to 60 can be in Arabic courses.

For a student to Graduate with a Practical Diploma they must have at least 220 credits, have completed all the required courses shown below, and have 20 credits in a second language.

Required courses taken in English: (145 Credits)

Algebra, Math Elective, Lit 1, Writing 1, Lit 2, Writing 2, World Geography, World History, Physical Science, Elective Science, Computer, Fine Arts (Art/Music/Drama), Fitness, Health, Elective Sports,

Arabic courses: (76 Credits)

Arabic Language 1,2,3,4
Arabic Religion & Culture 1,2,3,4

If a student fails to finish courses then they take themselves out of the Academic Diploma track and will need to concentrate on getting a Practical Diploma and the courses they will need for University entrance.

SUCCESS ORIENTATIONS

Quality Schools International considers these success orientations to be primary indicators of future success in advanced education, employment, and life in general. Recognition for success in these seven orientations will be given five times during the school year. Teachers, students, and parents will be constantly aware that these are important components of a student's development.

Responsibility for success in these orientations rests first and foremost in the home; however, they will be actively encouraged and taught in virtually all areas of the school curriculum, with a view to making these success orientations a vital part of the students' life patterns. **The school's role is to reinforce the parents' efforts.** Thus, the home and school, working together, can enhance progress in these universally accepted characteristics of success.

In an attempt to separate academic evaluations from behavioral evaluations, the success orientations will be evaluated independently. Thus, the academic outcomes will be evaluated solely on the basis of student performance on the specified outcomes of the academic areas.

Evaluations of the success orientations will be limited to situations in which the student is under the jurisdiction of the school and will be made by a group of the professional staff for each student. If there is no evidence that a student is unsuccessful in a particular success orientation for an evaluation period, he will be awarded with one success orientation credit which will be noted on the written evaluation. A student who demonstrates noteworthy or exemplary positive behavior in a success orientation will also receive one success orientation credit, which will be noted on the written evaluation with the letter 'E' which denotes 'exemplary'. A student who is unsuccessful in a success orientation will not receive the due credit for that period. The awards given for each student will be reached by a consensus of the appropriate group of professional staff members.

Each of the following seven success orientations is listed with specific related behaviors. These behaviors are to be used as guides to define the meanings of the orientations and to assist the professional staff in issuing awards in the broad categories. The written evaluations will only include the seven broad categories

It is not intended that a student must demonstrate all of the specific behaviors of a particular success orientation in a positive way in order to receive a credit in it. Rather, they are used as guides in defining acceptable behavior and in providing consistency in issuing awards. Some are used to identify exemplary success while others are helpful in identifying when a success credit is to be withheld. A success credit is not withheld for some minor discrepancy. A student must habitually display negative behaviors or have a major behavioral problem in order to have a success credit withheld, and this must be agreed upon by consensus in the appropriate group of professional staff members.

A. Trustworthiness

1. The Student Will demonstrate honesty by
 - a) habitually telling the truth and avoiding deception.
 - b) telling the truth when negative consequences may follow.**
 - c) bringing lost items or money to the teacher or the office.
 - d) being a person who does not cheat on tests.
 - e) being a person who is not involved in theft.
2. TSW demonstrate trustworthiness by
 - a) following a commitment with the appropriate action.
 - b) promptly accomplishing an errand when requested by a teacher.
 - c) displaying acceptable behavior when not under teacher supervision.**
 - d) being a person who is not involved in vandalism.

B. Responsibility

1. TSW demonstrate responsibility by
 - a) coming to school and to each class on time except when ill or otherwise excused.
 - b) bringing appropriate books and materials to class.
 - c) consistently completing assigned schoolwork in a timely manner.
 - d) showing organization and cooperation in completing assigned schoolwork in the prescribed manner (such as name, date, and layout included as directed).
 - e) contributing ideas, reports, research, materials, and/or out-of class involvement which are not assigned.
 - f) taking proper care of materials and equipment.
 - g) taking appropriate action to avoid accidents, to avoid misdeeds, or to aid in a situation of need.
 - h) being careful in making commitments.



C. Concern for Others.

1. TSW demonstrate tolerance for those of other nationalities, races, religions, cultures, ages, and mental and physical abilities by
 - a) being a person who does not make disparaging remarks concerning those different from themselves.
 - b) joining in group activities with those different from themselves.
 - c) having friendly associations with those different from themselves.
2. TSW demonstrate acceptance of others, particularly newcomers, by
 - a) including them in informal social groups.
 - b) being a person who does not actively exclude individuals from group activities.
 - c) approaching newcomers with a view to making them feel welcome.
3. TSW demonstrate concern for others by
 - a) avoiding actions or words which hurt another person.
 - b) actions and/or words of support and/or sympathy for those who are unhappy or sad.
 - c) helping others to be successful in their schoolwork, activities, and play.
 - d) displaying unselfish behavior.

D. Kindness/Politeness

1. TSW demonstrate kindness by
 - a) being a person who does not make remarks which put down another.
 - b) being a person who does not physically abuse others.
 - c) displaying acts of kindness (sympathy, encouragement, helpfulness, patience, etc) toward others, particularly fellow students.
 - d) giving time and resources to help another in need.
2. TSW demonstrate politeness by
 - a) being a person who does not exhibit rudeness.
 - b) using socially acceptable language.
 - c) displaying acts of courtesy toward others.

E. Group Interaction

1. TSW demonstrate group involvement by actively participating in activities.
2. TSW demonstrate support of leadership by
 - a) displaying words and actions which encourage responsible behavior by others.
 - b) displaying words and actions which promote learning in a classroom by others.
 - c) being a person who does not discourage responsible behavior or learning by others.
 - d) assisting the leadership of others by cooperating and being good followers.
3. TSW demonstrate support of group activities by
 - a) contributing ideas which are related to the goals of the group.
 - b) being a person who does not make negative comments which are not constructive.
 - c) controlling emotions when discussing different points of view.
 - d) displaying kindness when expressing an opinion.
 - e) displaying a cooperative attitude.

F. Aesthetic Appreciation

1. TSW demonstrate an appreciation of nature by
 - a) not damaging trees and flowers.
 - b) making positive comments which show appreciation for the beauty of wildlife, mountains, trees, flowers, stars, etc.
 - c) creating artwork which illustrates nature.
2. TSW demonstrate an appreciation of orderly surroundings by
 - a) voluntarily picking up unsightly litter.
 - b) putting litter in proper receptacles rather than throwing it on the ground.
 - c) keeping areas of work and play reasonably neat.
3. TSW demonstrate an appreciation of the beauty of ideas; musical, artistic, and theatrical creations; mathematical and scientific concepts; and literary works by
 - a) making positive comments or written reports.
 - b) being a person who does not display negative remarks or actions which show a disrespect for such beauty.

G. Independent Endeavor

1. TSW show initiative in engaging in tasks other than those assigned with a view to 'in-depth' study or activity.
2. TSW consistently set goals which include more than the minimum effort needed to complete a task.
3. TSW have the opportunity to pursue a particular interest in an area not in the curriculum or to pursue a curricular area in depth, having a unit outcome created, evaluated, and credentialed.
4. TSW show initiative in using the library and other resources in assignments, projects, and homework.
5. TSW show reasonable self-sufficiency in completing assignments, projects, and homework.

CITY CAMPUS



Spacious premises are provided in the city where the two, three, and four year olds have their classes. The building is bright and friendly with space to play outdoors and indoors.

When dealing with young children it is essential to recognize that the prime motivation for their early learning is their own joy in life and the pleasure they gain from the experiences offered to them. Childhood is not merely a means of preparing children for future stages in their lives. It is a unique and precious time to be experienced and valued for itself. A formal and rigid approach is not merely unsuitable for young children, it is also inappropriate for our rapidly changing times. Quite a lot of the information we give to our children will be out of date before they are grown-up. They need to acquire a flexible, open-minded, inquiring approach which will enable them to adjust throughout their lives to changing situations and new ideas.

The City Campus curriculum is based on play activities which stimulate children's imagination and creativity; enrich language development; form the basis of mathematical understanding; encourage the development of manipulative skills; enable children to come to terms with their own feelings; offer chances to explore and enjoy natural materials and extend their understanding of science and the world around them; develop muscular strength and co-ordination; establish the use of symbols and patterns which form the basis of reading and writing; help children to respect and enjoy the company of other children and adults; and create habits of listening and concentrating.

In an Early Years classroom the children are not just "playing" but working hard establishing good foundations for the enjoyment of learning.

The Governance of Sanaa International School.

Governance

Sanaa International School (SIS) is a private, nonprofit educational organization. It is governed by Quality Schools International (QSI). QSI is a private, nonprofit educational organization that operates more [thirty seven](#) international schools in over twenty different countries around the world.

The Director

QSI appoints the school's director, who is responsible for administering SIS. The Director's responsibilities comprise of two main areas. The first is overseeing that the day to day operation of the school and the implementation of its educational program and operating procedures is in compliance with the articles and bylaws of both SIS and QSI. The second is the existence and functioning of the school in Yemen, and the associated legal and government interactions.

The primary responsibility for the implementation of the school's educational program is the hands of the Director of Instruction.

The QSI head office staff assists the school with such things as strategic planning, financial planning and budgeting, policy development, accreditation, health insurance, retirement, technological support, publications and publicity, crisis management, curriculum development, recruitment, and staff development.

Parent Support Group

Parents who are interested in supporting the school's efforts towards achieving its goals are warmly invited to contribute. Parents who wish to become involved in the school are invited to join the Parent Support Group. This group meets regularly to discuss ways they can become involved and can support the school. Please let the school office know if you would like to become involved.

Recently parents have helped the school by giving time to assist in classrooms, by running after school activities, by chaperoning excursions, and by helping organize special events.

Parents who wish to visit with the Director or Director of Instruction will find there is an open door policy at the school and that they are free to drop in during the day. Alternatively an appointment can be made through the school office.

Advisory Board

To help with the functioning of the school in Yemen, the school's Director is assisted by an Advisory Board. The Advisory Board gives valuable advice and assistance concerning the school's relations with the Yemeni Government and its various ministries.

The Advisory Board is also responsible for the school's scholarship program. This includes revisions to, and implementation of, the scholarship policy and the selection of candidates.

The Advisory Board also reviews the annual budget and the expenditures during the school year, helps maintain a positive image of SIS in the community, and is actively involved in Advisory Board approved fund raising efforts.

Members of the Advisory Board are jointly appointed by The Director of SIS and the President of QSI. The Director of SIS recommends to the President of QSI members from the school's community whom he believes will provide political weight in dealing with the Yemen Government, and/or constructive advice in supporting the school achieve its mission.

The Advisory Board members are usually in close contact with various constituents of the school's community and can also communicate ideas, or concerns, of parents and the community to the Director of the school.

POINTS TO REMEMBER

You are special. You are unique.
In the whole history of the world there has been nobody like you.
No one else can make the contribution you can make.

You are designed for accomplishment, engineered for success,
and endowed with the seeds of greatness.

You are what you are and where you are because of what has gone
into your mind. You can change what you are and where
you are by changing what goes into your mind.

You can have everything you want in life if you just
help enough other people get what they want.

Dream big dreams. Shoot for the moon.
Even if you miss you will end up amongst the stars.

Greater freedom comes with greater responsibilities.

The secret of living is loving and giving.

As you imagine yourself to be, so in time you will become.

What you get by reaching your goals is not nearly as important
as what you become by reaching them.

True success in life is being able to look in the mirror each day
and be proud of the person you have become.

Success is never ending, failure is never final.

Successful people turn stumbling blocks into stepping stones.

The aim of education is not to learn facts, but rather to acquire values.

The desire of SIS teachers is not to teach you **what** to think ,
but to teach you **how** to think.