

GREEN FIELD HIGHER SECONDARY SCHOOL, ASHTA



Student/Parent Handbook 2024 - 2025



PERSONAL INFORMATION

Name.....

Grade.....

Address.....

Contact Details:

	Mobile No.	Email ID
Mother		
Father		
Home		

Emergency Contact:

Name.....

Contact No.

I understand that all GFHS school policies and procedures will be in force during the school sponsored activities.

I/We, as parent(s) or guardian(s), give permission for my son/daughter to participate in day field trips and excursions. Insurance coverage for student injuries is the sole responsibility of the parent.

By signing this, I agree to the terms and conditions contained in this handbook.

Student Signature..... Date.....

Parent Signature..... Date.....

Homeroom Teacher Signature..... Date.....

SCHOOL EXAMINATIONS

Unit Test	-	July
Unit Test	-	August
Quarterly examination	-	Mid of September
Unit Test	-	October
Unit Test	-	November
Half yearly examination:	-	Mid of December
Unit Test	-	January
Annual Examination:	-	Last week of March

SCHOOL CALENDAR 2024-2025

Day	Date	Holiday
Friday	January 26	Republic Day
Monday	March 25	Holi
Friday	March 29	Good Friday
Thursday	April 11	Id-ul-Fitr
Wednesday	April 17	Ram Navami
Sunday	April 21	Mahavir Jayanti
Thursday	May 23	Buddha Purnima
Monday	June 17	Id-ul-Zuha (Bakrid)
Wednesday	July 17	Muharram
Thursday	August 15	Independence Day
Monday	August 26	Janmashtami
Monday	September 16	Milad-un-Nabi
Wednesday	October 2	Gandhi Jayanti
Saturday	October 12	Dussehra
Thursday	October 31	Diwali
Friday	November 15	Guru Nanak's Birthday
Wednesday	December 25	Christmas Day

TRANSPORTATION

School Transportation Contact Details

School Office: 07560-245347
9893139498

Email address: greenfieldashta@gmail.com

Website: greenfieldashta.com



SCHOOL PHILOSOPHY

Leading our own Learning

Our Mission:

At GFHSS, learning is personalized. We encourage independent thinkers who take responsibility for their own learning, with our full professional support. We work with them to build deep conceptual understanding, high levels of competency and a positive, moral character: the tools for success in navigating a complex, challenging world.

Our Guiding Principles

We are a learning-focused school.

Our decisions are driven by clear learning purposes with a commitment to a broad, holistic educational experience. Our students own their learning and we provide them with rich, relevant contexts for practical learning applications, in a culture where mistakes are seen as learning opportunities.

We are a deliberately diverse school.

We build a community of students with different learning profiles, cultural and linguistic backgrounds and personal perspectives. We encourage cultural interactions and we support students in developing their own ideas and personalities.

We are a nurturing school.

We sustain a safe, welcoming culture, characterised by a commitment to care for ourselves each other and our environment.

We are a collaborative school.

We work together in planned, purposeful ways to utilize our strengths.

We are an aspirational school.

We have high expectations. With our guidance, students set challenging goals and develop the resilience to achieve them. We reflect on our own progress as a school and seek and receive feedback and recognition from rigorous external international accreditation.

HUMAN COMMONALITIES

Personal Meaning:

Learners understand how both personal and social identities are constructed. They understand the role that beliefs and values have played in shaping human societies, can articulate their own beliefs and values and understand where these came from. These understandings support them both in developing a sense of personal purpose and in respecting the beliefs and values of others.



Physical Wellbeing:

Learners understand the value of physical well-being, of remaining fit and healthy throughout life. They understand the contribution of a balanced lifestyle, healthy diet and physical activity to their overall well-being. They also understand and value the range of learning embedded in individual and team sports. These understandings help them leave school “fit for life”.



Creative Expression:

Learners understand that, while we may not all agree on what is beautiful, we all respond to beauty. They understand that humans have always expressed their interpretations of the world through a rich range of creative media. They understand the ways in which the arts can influence societal development by challenging commonly held perspectives with creative ideas. They recognize that we all have a capacity for creativity. These understandings equip them both to develop their own creative potential and to appreciate the creative products of other individuals and cultures.



Systems for Problem-Solving & Predicting:

Learners understand that by recognizing and describing patterns in the world around us, we can both come to understand the world better and harness that understanding to predict and manage our environment. They are familiar with a broad range of systematic ways for describing and modeling the world. These understandings equip students to translate their natural wonder about how the world works into inquiries that build knowledge and understanding.

Sustainable Production and Consumption:

Learners understand the central significance of production and consumption in shaping human society and the impact of these human activities on local and global environments. They understand economic systems and how these are interdependent with both social systems and the natural world. These understandings equip learners to be innovative producers, informed consumers and responsible conservers.

Communications Systems:

Learners understand how communication systems have shaped human interactions. They understand how advances in communication, particularly technological ones, have changed the way human beings interact, simultaneously enabling certain possibilities while sometimes diminishing others. These understandings equip learners to be skilled, ethical users and consumers of a range of communications media.

Connections to Our Environments:

Learners understand how the natural world works. They understand the concept of interdependence between and within ecosystems. They also understand the ways in which humans have manipulated environments and the connection between the way a space is constructed and the effects that is likely to have on those who live in or use the space. These understandings support students in developing a strong sense of their place within both the natural and built environment and in coming to value the critical importance of nature to human well-being.

Group Membership:

Learners understand the human need to be part of a group. They understand the forces and influences that shape groups, their cultures and their power structures. They are able to put these understandings into historical and geographical contexts to understand how and why groups are different and the factors which are likely to cause conflict within and between groups. These understandings equip learners to work towards a world with a greater level of social justice and equity.

Co-curricular Activities:



Inquirers:

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable:

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers:

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators:

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled:

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



Open-minded:

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Risk - Takers:

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced:

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective:

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Caring:

We show empathy, compassion and respect.. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



SCHOOL ORGANISATION

The school is running under Nayaydarshan Education and welfare Society The school was founded in July 2002 to serve the needs of the children. Since then, the school has grown and opened its doors to the greater expect community, representatives as well as parents from the GFHSS community.

School Staff

Staff Member's Name	Subject Support	Designation
Mr. Dharmendra Gautam	Administration	Director & Principal
Mrs. Babita Gautam	Administration	Principal
Ms. Jyoti Chauhan	Administration	Vice- Principal
Mr. Suresh Kushwah	Office Staff	Accountant
Mr. Purushottam Sharma	Sanskrit	PGT
Ms. Neelam Yadav	Commerce	Teacher In charge
Mr. Shyam Barela	Agriculture	PGT
Mr. Tejraj Mewada	English	PGT
Mr. Ankit Shrivastava	Maths	PGT
Mr. Pankaj Thakur	Chemistry	PGT

Mr. Arvind Thakur	Commerce	PGT
Mrs. Rajamani Sharma	Biology	PGT
Mrs. Pooja Thakur	Hindi	PGT
Mr. Deepak Thakur	Agriculture	PGT
Ms. Pinki Prajapati	Mother Teacher	PRT
Mrs. Anju Jaiswal	Mother teacher	PRT
Ms. Poonam Yadav	Mother Teacher	PRT
Ms. Sheetal Thakur	Social Science	TGT
Ms. Nancy Surana	English	TGT
Mrs. Seema Badodiya	Sanskrit	TGT
Ms. Gayatri Piplodiya	Mother Teacher	PRT
Mrs. Anju Nawade	Mother Teacher	PRT
Ms. Safia Khan	Mother Teacher	PRT
Ms. Priyanka Joshi	Mother Teacher	PRT
Ms. Pooja thakur	Maths	TGT
Ms. Priyal Surana		Assistance Teacher
Ms. Ranu Prajapati	Office Staff	Office Assistance

FREQUENTLY ASKED QUESTIONS

WHOM DO I SEE?

If I have

An academic issue
Social and Emotional concern
Co- Curricular Activities
Athletics questions

Where do I go?

Teacher first, then relevant Department Head
Homeroom Teacher/Counsellor
Teacher First

If I want to.....

Ask for excused absence

Turn in absence excuse

Leaving school permanently
Late in the morning
Leave during the day/early departure
Leave school because I'm feeling sick
Leave before the examination
Sign up to use the bus
Get a new school ID
Order lunch
Purchase uniform
Enquire about lost property

When in doubt?

Where do I go?

Inform the teacher/Coordinator,
Homeroom Teachers, and Reception

Inform to School Coordinator, Homeroom
Teachers, and Reception

Principal/Admissions Office
Sign in at Reception
Principal and Reception
Coordinator/Reception
Principal
Coordinator/Reception/Principal
School Office
School Office
School Office/Concerning Store
Homeroom Teacher or School Office

Contact Principal or School Office

Instructional Days:

The school year usually runs for 180 -190 days from mid-June to April. The school year is divided into three parts (Quarterly, Half yearly and Annual examination) with vacations.

The School Day:

It is an expectation that students arrive on time. The school day is as follows:

School start	8:00 am
Lunch	10.30am-10:45am
School end	1:45 pm

Transportation:

The use of school transportation is a privilege.

GFHSS provides a bus service that runs on various routes throughout the city for all students. Students are picked up between approximately 7:00 am - 8:00 am and taken to drop-off points at the end of the school day. A student not participating in a Co-Curricular Activity on a given day will be transported to her/his drop-off points, with the bus leaving the ISH Campus at around 2:00 pm. A student participating in a Co-Curricular Activities on a given day will be transported to her/his drop-off points, with the bus leaving the School Campus at around 3:00 pm.

The Transport Department is an integral part of the school. Safety and security of the students is of utmost importance. The school transport guidelines have been prepared for parents and students to ensure a comfortable, secure and safe journey with minimum travel time, to the best of our ability.

Students are expected to:

1. Behave appropriately at all times, including wearing seatbelts.
2. Use appropriate language at all times.
3. Use electronic devices responsibly (in accordance with the Digital Citizenship Policy), and be accountable for their belongings.
4. Show respect to the drivers and monitors.
5. The bus waiting time at any bus point is not more than 2 minutes.
6. Parents must inform the bus monitor/driver before the pick-up time if the student is not taking the bus to school on any given day.

In order to have a smooth and efficient transportation system, please adhere to the following guidelines:

1. Bus routes scheduled are checked and verified by the school management taking all safety and security measures
2. Switching of buses either morning or evening will not be permitted except in the case of emergencies, and communicated in advance by parents through a phone call to the Transportation Coordinator.
3. Students are given a pickup /drop-off point on the main road as close to their home as possible. Entry into by-lanes is restricted. (No gate/door pick up.).
4. Bus routes scheduled cannot be deviated in the mid-semester and also entry into by-lanes is restricted.
5. Students/Parents are advised to make themselves available at the pickup/drop-off points 5 minutes earlier than the given pick up/drop-off time.
6. The bus waiting time at any bus point is only 2 minutes after which the driver will move the bus forward and continue.
7. Parents must inform the bus monitor/driver if the student is not attending the school at or before the pickup time.
8. Students residing at gated communities are advised to maintain a queue/line system at their bus point for boarding the bus.
9. Elementary students need to occupy the front seats on the bus with seat belt fastened. The students must maintain discipline on the bus. Seat belts must be worn at all times and students must remain in their seats throughout the journey. No student is allowed to stand while the bus is moving.
10. Parents should not board the bus at the pickup/ drop-off points as this can cause inconvenience and delay.
11. Parents should not intervene in the seat allocation for the child in the bus. The monitor will ensure the child gets a comfortable and safe seat.
12. Students leaving the school campus by private transport need to give the information in advance to the school office, ideally a day before or at least by 9 am unless there is an emergency, as it disturbs the daily schedule of work, unless in an emergency situation.
13. In a situation where the student is supposed to go to his/her friend's place and wants to avail the school transport on a route which goes to the friend's house, the dropping can be done depending on two factors;

1. availability of space on the bus being asked for and
2. The consent from the parent in the form of email to the school office.

14. The school office will issue a permission slip to the student which will be shown to the Monitor while getting onto the bus. In the event that there are no spaces the student cannot travel on that bus.

15. Bus point change requests can be made by filling out the bus point change request form. All requests must come through the School Any such request due to change of residence needs an execution time of about 2 -3 weeks unless there is an emergency situation which needs instant solution. The request will be processed depending upon the two following factors:

1. Availability of an existing route covering that point.
2. Availability of space in the bus route required.

16. The bus routes have been designed adopting the policy of *FIFO i.e. First In and Last Out*.

The Students who get picked up first are the ones who get dropped last.

17. Breakdown policy: The bus driver and the monitor are the first ones to respond and act in the event of a breakdown and informed in the office. Immediately send to the parents if there is a delay in students getting dropped off. A relief bus is sent as soon as possible to the breakdown spot and students are safely transported home.

18. The students must bring any concern being faced by them during the bus journey to the notice of the monitor with immediate effect as the monitor is responsible to ensure that their journey in the bus is safe and comfortable (Students should then inform their homeroom teacher as soon as possible).

19. It is the responsibility of all the students on the bus to respect the school property which includes keeping the bus clean at all times. Eating on the bus is allowed but students must throw the trash in the bin on their way out of the bus.

20 Each bus has a bus monitor. Students are expected to follow the instructions of the bus monitors and drivers. Any special requests regarding transportation should be addressed to:

Transport Coordinator – 07560-245347, 9893139498: Email Id: greenfieldashta@gmail.com

CHANGE OF CONTACT INFORMATION

Please advise the school office of any change of address, telephone number, or e-mail ID. It is vital that the school is able to contact parents and guardians immediately in case of an emergency. Also, do ensure that your Educates information is up-to-date; please contact in school Office.

School Supplies & Belongings

Stationery will be provided by the school at the beginning of the year. Subsequent stationery needs should be managed by the students and parents. Textbooks are school property and should be treated respectfully; students should not write in textbooks and must pay for any lost, stolen or damaged textbook or library book. Report cards and other student privileges may be withheld when payment is not received. No Transfer Certificate/ Bonafide/ Transcripts will be given unless all dues are cleared including books and ID Cards.

Valuables & Lost Property

Our expectations are that students take responsibility for their belongings and label them with their name and grade where appropriate. The school maintains Lost & Found boxes for items that are found.

After three months, unclaimed items are donated. Students are advised not to bring personal, valuable items to school. In the event of loss or theft, the school cannot be held responsible.

Health & Safety

GFHSS strives to provide safe and secure educational experiences. A full time school Coordinator is on campus. Doctor is also available.

Student Illnesses and Accidents

In the case of an extended period (three or more days) of absence due to illness or injury, parents should provide a doctor's note to the school office. Parents/guardians should refrain from sending their child to school when she/he is not well.

GFHSS has an Accident Reporting Procedure that distinguishes between minor and significant injuries/ ailments. The school will attempt to make contact with parents/ guardians only in the case of significant accidents.

In accordance with established procedures, students who become ill or suffer an injury during school hours will be referred to the Coordinator.

If it is necessary to send a student home during the school day, the school will contact the parent/ guardian. The parent/guardian will then need to make arrangements to collect the student from school. Under exceptional circumstances, the Coordinator or Principal may make other arrangements.

Student Medications

The school Coordinator should be informed if a student needs to take medicine at school. All medicines should be kept with the Coordinator who will administer it to the student.

Communicable Diseases

To return to school after recovering from a communicable disease, a student should provide a note from a doctor approving the return to school. The note should include a statement that the student is no longer at risk to other students.

If a student, member of staff, or visitor displays symptoms of a communicable disease, the school may remove the individual from the campus for the protection of other members of the community. The school Coordinator will run regular checks on hygiene during the course of the school year. It is important that we maintain a healthy and clean environment.

Sun Protection

Coordinator is committed to protecting students from the sun and students must follow the guidelines:

- Wear hats & proper clothing that protects against the sun particularly during the hot season.
- Wear sunscreen whenever the students are in the sun.

Water

Coordinator provides safe drinking water while students are at school. Students may bring a water bottle to school. The water bottle should bear the student's name.

Emergency Drills

Coordinator holds periodic fire drills and lockdown drills to ensure that students, teachers, and staff are prepared for emergencies.

Emergency Situations

In case of emergency, the school will contact parents by Phone call, text message services.

Security

Security guards control the entry and exit points of the campus. Coordinator issues ID cards to students, parents, and drivers. Students and parents need to show their ID cards at the school gate and to keep them visible while they are on campus. For the security of all students and staff, visitors must check in at the office before visiting a classroom or seeing a student or a teacher. Parents who wish to take a student from the school during school hours should inform the school office.

Random bag checks may be carried out by School security on the school premises, or when entering and exiting the School gate.

Absentee Parenting

If for any reason both parents are out of town, they must inform the school in writing and indicate who will be looking after their children. If GFHSS has not been informed of this, then we cannot assume any responsibility in the event of any misdemeanour. This is a number one safety issue.

Communication

Good communication is an essential component of everyday life at GFHSS. The GFHSS Newsletter is the main form by which the GFHSS keeps members of the community apprised of upcoming and past events. Social Media and SMS notifications are also used to share GFHSS information, as required.

Communication to GFHSS should be with the person most directly associated with an issue. Requests for appointments should generally be informed to the person most concerned.

Attendance

Attendance in school is of the utmost importance and a priority in the learning process. All learning is scaffolded and therefore requires students to build upon prior knowledge. Absence from school means students miss out on conceptual understandings necessary for their development. The GFHSS expectation is for all students to be present for 180 instructional days per school year.

Absences

On the day of the student's absence only a parent or guardian should call and follow up by phone call to the office before 8:00 a.m. and the Concerning person before pick up time, to report the absence. A call should be made for each day of absence. A note by parents and/or physician is necessary when the student returns even though calls have been made to the school office. Parental permission for a student to be absent does not necessarily constitute an excused absence. GFHSS reserves the right to determine whether the absence(s) will or will not be excused.

Absences due to school-sponsored activities (e.g. Functions or games] are excluded from the official attendance count.



Excused

1. Personal illness with doctor's note
2. Personal loss of immediate family member
3. Unique family circumstances warranting absence and coordinated with school administration.

Unexcused

1. Absences without prior notification, proper explanation or documentation.

Middle School

Excessive absences or extenuating circumstance are dealt with on a case by case basis at the discretion of the Principal and HoS.

Higher Secondary School

In Grades 9-12, a student who is absent more than 15% per Quarter will not receive credit for her/his courses and this will have an impact on her / his result. Both excused and unexcused absences count toward this tabulation. In extenuating circumstances, the Head of School will review the specific cases.

Co-Curricular Activities

Students must be in school for the entire day in order to participate in Co-Curricular Activities (except emergencies with proper notification)

Tardies/Lateness

Students not in their homeroom [8:00 am every morning] for registration are marked absent/late. Students coming late to campus must report to the Front Office for a Late Slip. By 9:00 am the Front Office will contact the parents of students who are absent.

Note: Five (5) late marks for homeroom or a subject class are counted as one (1) unexcused absence.

Leaving school during the school day:

Student must be excused from class by the teacher to go to the Coordinator/office. If the student is leaving between classes, then the student must first advise the teacher of the next class that he/she is leaving? Parents/guardians on the emergency section of the registration form must be contacted before a student is permitted to leave school.

Communication regarding Student Progress

Written Reports are issued three times each school year. The reports comment on the students' performances and note areas for improvement. Interim reports are issued after each examination. These provide a snapshot of the students' Approaches to Learning (ATLs) and also the levels of achievement for students in grades 9-12.

In the Middle School, although no numerical grades are awarded, precise narrative comments are provided to help students focus on future learning.

Students in Grades 9 and 10 receive a written comment and a numerical grade.

Students in Grades 11 & 12 also receive a numerical grade.

Student progress is also reported in the PTM (Parents –Teachers meeting), during Quarterly, half yearly and annual examination. These PTM give the students the opportunity to explain their learning to their parents by identifying their strengths and areas for improvement. After the PTM students set specific goals to enable them to improve their learning.

Homework

At the International School of Hyderabad, we regard homework as an integral part of the learning and is age appropriate.

Purpose of Homework

1. reinforcement of the day/week's lesson and content;
2. expanding on the skills and content learned from class;
3. instill a sense of responsibility
4. instill time management skills
5. practice for independent learning



Homework Guidelines

Our expectation is for all students to turn in homework assignments in a timely manner. We understand that on occasion a young adult may mismanage their time causing their work to be late. Our aim is to help all students develop to a point where they learn to manage their time and take leadership of their own learning. When homework is missed consistently, the teacher will notify the parents and decide on an appropriate plan of action.

Steps to follow with students who have not completed homework:

- 1st incomplete homework: conversation with the teacher
- 2nd incomplete homework: conversation + inform to parents
- 3rd incomplete homework: meeting with the student and parents

Homework will not generally be assigned during holidays, except for high school students as the demands of the GFHSS. However, independent leisure reading is strongly recommended. Weekend or long weekend homework may be assigned for all students.

Academic Honesty

The school encourages students to take responsibility for their learning. This includes demonstrating academic honesty in all their work. Academic honesty consists of values and skills required to promote personal honesty and these skills that are consciously taught at various grade levels.

Students who demonstrate academic dishonesty [e.g. plagiarism, collusion, copying, using unauthorized materials to assist in examinations, gaining advance access to examination materials, and similar violations of the spirit of learning) will be dealt with appropriately depending on the severity of the violation. For our senior students specific workshops are provided throughout the year.

School Awards

GFHSS gives End of the Year awards. We also recognize involvement and commitment in community service, the performing arts and Athletics. The awards given are as follows:



Academic Achievement Award: The Academic or subject Specific awards are given to the student who has exhibited the best approaches to learning and commitment throughout the school year **2016-17**.

1. Best Student of the Year:

1. Ku. Aruna Parihar - 12th (Arts) - Red house
2. Mast. Amit Mewada - 2nd Class - Red house

2. Best Assembly of the year: 3rd Class

3. Best Class of the year: 12th (Arts)

4. Star of the year: Mast.Ayushman Thakur Nursery-Red house

5. Neat and clean Student of the year:

1. Ku. Bharti Maheswari 7th Class - Yellow house
2. Mast. Nitin Sharma 8th Class - Yellow house

6. Punctual and Regular Student of the year: Ku. Ritika Mehta 9th Class - Blue house

7. Best teacher of the year:
1. Mrs. Anju Jaiswal – Mother Teacher of Nursery
 2. Mr. Tejraj Mewada – PGT (English)

Rankers of the Year 2016-17:-

<u>Class:</u>	<u>Name of Student</u>
Nursery:	Ku. Mitali Soni (99%) Mast. Triyansh Pathak (99%)
L.K.G	Ku. Swakshita Gautam (99%) Mast. Lakshya Vohra (99%) Ku. Nitisha Jain (99%)
U.K.G	Ku. Kanishka Bhandari (98.3%)
1 st	Mast. Raghav Patidar (96.3%)
2 nd	Mast. Amit Mewada (99.3%)
3 rd	Mast. Yuvraj Parmar (94.8)
4 th	Ku. Alka Nimoda (91.9)
5 th	Mast. Divyansh Rekwat (96%)
6 th	Mast. Rishabh Kushwah (95.5)
7 th	Ku. Dolly Nimoda (93.4)
8 th	Mast. Shubham Patidar (94.4%)
9 th	Mast. Shivam Malviya (90.8%)
10 th	Mast. Ritik Patidar (78.5)



STUDENT SUPPORT SERVICES

Inclusion

The Inclusion Team works with a limited number of students with identified/verified Special Educational Needs to support them with their challenges. Depending on their area of need and their level of performance with regards to school based skills, the students receive pull out or push in support. Some students are monitored through an ILP (Individual Learning Programme) whereas others are integrated into the class curriculum with modifications. Students are placed in their age appropriate grade and are monitored by the grade and inclusion teachers. School based diagnostic observations are made by the department. However, students are referred to specialists outside the school for further testing and/or focused therapy.

English Language Support (ESOL- English Speakers of Other Languages)

The ESOL department at GFHSS caters the needs of students with limited English proficiency when they join the school. The students are required to understand, speak, read and write in English. The students either receive pull out or push in support. Basic English skills are strengthened and students are kept as close to the class curriculum as possible. Placement in the programme is based on the level of the student in the areas of Listening, Speaking, Reading and Writing. Since these students are placed in their age related grades, subject teachers and specialists modify the curriculum wherever necessary.

Field Trips

Field trips are an important part of the student experience. One requirement of enrolment at GFHSS is that parents must sign to give permission at the beginning of the school year allowing their child (ren) blanket permission to participate in local field trips.

Service Learning

Service Learning has been integrated into the GFHSS School curriculum. Service Learning is a vital part of the GFHSS experience; it enables students to enhance their personal and interpersonal development through experiential learning. The engagement with service learning facilitates a personal journey of self-discovery. The experience can be profound and life changing. To ensure the success of the service learning program, GFHSS has a team of Service Learning Coordinators who run this program throughout the school year.

Co-Curricular Activities

A dynamic Co-Curricular Activities [CCA] Programme is offered to the Secondary School students. Students may choose not to be involved in the activities, or may choose to be involved in the activities on one day, two days, or three days. CCA's offer a wide range of instructional and recreational activities to students to develop a variety of interests not covered in the regular curriculum. Students who sign up for a CCA are expected to attend for the whole Year.. All activities are led by staff or qualified instructors. CCA's include music, art, sporting activities, community service, among others.

House System @ GFHSS 2017-18

As a school, GFHSS and its students pride themselves on having a strong sense of belonging. With a House system we built upon this sense of pride and belonging with a variety of co-operative service based and competitive sport centered activities. We have Four Houses: **RED, GREEN, BLUE and YELLOW**

Discipline In charges: Maintain the discipline in the school and guide their juniors.

Behavioural Expectations for Students

1. Being on time
2. Being engaged and prepared for all learning
3. Completing assignments in a timely manner
4. Having a good work ethic
5. Showing respect for oneself and for others
6. Defending the rights of others
7. Working collaboratively
8. Following the school's dress code
9. Acting in the interests of the school
10. Respecting school property & the property of other students
11. Cleaning up after oneself
12. Taking responsibility for one's actions or inactions

These expectations apply when students are on school grounds, are on school transport, or are at school-sponsored activities/events. Each student has the right to develop his/her abilities to the fullest; to be respected as an individual; and to have appropriate and effective means of expressing her/his opinion. Each student is expected to accept the responsibilities that are implied by those rights.

GFHSS is committed to:

1. The prevention of bullying & violence
2. The elimination of discrimination based on culture, race, gender, disability
3. The acceptance of differences

A student who is experiencing hindrances in following any part of these expectations are encouraged to discuss these obstacles with an adult.

Dress Code

GFHSS have a school uniform. That said, GFHSS does have a dress code. The dress code helps maintain a positive learning environment and respect for all cultures and people in our GFHSS community.

- Clean
- Neat
- Appropriate

Appropriate dress includes

- Sensible footwear and clothes that allows the student to move easily, freely and safely.

School Canteen

Students can buy snacks, chocolates, sprouts healthy food items which they must present at the canteen daily. There is a Lunch break in the morning (10:30 am -10:45 pm).

Leaving the School Grounds

Students may not leave the premises during school hours unless the School Office has received authorization in the form of a written note or a phone call from parents or guardians.

Students in the Secondary School, who have received permission from the Principal or the School Office, need to sign out before leaving the campus.



DIGITAL CITIZENSHIP AGREEMENT

The International School of Hyderabad (ISH) is equipped with computers, devices, software and Internet access that is freely available to all students. This technology culture and modern teaching strategies have been deployed to enhance student learning, promote collaboration and facilitate the creation and sharing of knowledge locally and globally. In order to promote responsible digital citizenship and use of information technology, students are expected to adhere to the following rules and guidelines:

Being a Responsible User

The use of technology at ISH is focused on educational purposes. However, since ISH supports BYOD (Bring Your Own Device), students' personal machines can also be used for recreational purposes. It is important that students know the expectations for the use of technology at school.

1. School technology and on-campus Internet access is solely for academic purposes.
2. Only teacher-approved software and websites are allowed to be accessed during instruction time.
3. Students will be held responsible for their online behavior, both during and outside of school hours, when it impacts the school community.

Being Prepared to Learn

Being a responsible member of the ISH community means students come to school prepared to learn. It also means they bring their machines in a state that is ready to be useful. Students should prepare their devices by ensuring the following:

- ? The battery is fully charged before coming to school and the charger is on campus (in the book bag or locker).
- ? There is sufficient storage available for school use.
- ? The machine is in operating condition.
- ? The machine's data (documents and other work) has been backed up.
- ? Students use their machines in a way to preserve battery life.
- ? Unnecessary software, running in the background is turned off (including torrents and Skype).

Ethical and Respectful Use

Students are encouraged to model good online citizenship by making sure their actions and choices do not disrupt the learning environment for themselves or others. This requires that students do not view or install inappropriate content, do not try to bypass network protocols, do not attempt to login on or modify other students' accounts and do not attempt to access other machines over the network. Students should be aware that individual teachers will have different criteria for the use of IT in their classrooms and adhere to them.

Community Awareness

All students are members of the greater GFHSS community and have a social obligation to protect community resources, such as bandwidth. Participating in activities that use up excessive bandwidth, such as peer-to-peer file sharing, torrents or poorly designed video streaming services is strictly prohibited at school.

Monitored Use

The ISH network is monitored regularly by both staff and software. If the network is being used inappropriately, a student's activity may be individually monitored without prior notice or parental notification. GFHSS reserves the right to take disciplinary action in the case of misuse of IT on campus.

STATEMENT OF INTENT

Respect & Protect Yourself

1. I will select online names that are appropriate.
2. I will consider the information and images that I post online.
3. I will consider what personal information about my life, experiences, experimentation or relationships I post.
4. I will not be obscene.
5. I will ensure that the information and materials I post online will not put me at risk.
6. I will not publish my personal details, contact details or a schedule of my activities.
7. I will report any attacks or inappropriate behavior directed at me and I will seek support from appropriate people or organizations.
8. I will protect my accounts and resources by not sharing passwords.

Respect & Protect Others

1. I will show respect to others.
2. I will not use electronic mediums to fame, bully, harass or stalk other people.
3. I will show respect for other people in my choice of websites.
4. I will not visit sites that are degrading, pornographic, racist or inappropriate.
5. I will not abuse my rights of access and I will not access other people's accounts.
6. I will protect others by reporting abuse, not forwarding inappropriate materials or communications.
7. I will moderate unacceptable materials and conversations, reporting conversations that are inappropriate or unacceptable.

Respect & Protect Intellectual Property

1. I will not copy other people's work and claim it as my own.
2. I will suitably cite any and all use of websites, books, media etc.
3. I will acknowledge all primary and secondary sources.
4. I will validate information.
5. I will abide by the rules of fair use.

Disclaimer

GFHSS is not responsible for the loss or damage of personal property

GFHSS does not take responsibility for personal media or information transmitted to a third party by a student of their own free will, nor does it take responsibility for any repercussions that may occur from said action.

Referral to the Counsellor

A student who is experiencing social, emotional, or behavioural difficulties may be referred to the Counsellor to explore any underlying reasons for these difficulties and to develop appropriate interventions if necessary.

Consequences for Student Misconduct

Each employee of the school is responsible for developing strategies consistent with the GFHSS Mission and Guiding Principles. Students can be involved in the development of these strategies.

The Principal are is authorised to handle disciplinary issues and act on behalf of the Head of School in matters of discipline. If a student is suspended or expelled, there will be no refund of school tuition & fees regardless of what time of year the suspension or expulsion takes place.

Below are some possible consequences for student misconduct. Repeated infractions may lead to progressively harsher consequences.

Alcohol, Tobacco, & Drugs:

GFHSS is a tobacco, alcohol and drug free campus. Students are forbidden to use, or be involved in any way with the use of alcohol, tobacco or non-medicinal drugs while on the GFHSS campus or at any school function or on any school-sponsored trip. Non-medicinal drugs include drugs and similar substances which are not prescribed by a doctor to treat a medical condition of the student and which involve a high risk of addiction and/or incapacitation such as stimulants, depressants, hallucinogens, narcotics, as determined by the GFHSS Head of School or her designee.

Any student whose appearance and/or behaviour on GFHSS premises, at a school function, on any school-sponsored field trip leads to a reasonable suspicion of forbidden substance use or involvement shall be referred to the relevant Principal.

Suspension:

A meeting with Parents/Guardians and the Principal may be required to decide on the consequences for the given infraction. Suspension may be appropriate for actions including, but not limited to the actions below.

The number of days a student will be suspended will depend on the severity of the offence.

Assault/Battery: Causing, attempting to cause, or threatening to cause physical injury to another person, including a school employee.

Weapons: Possessing, selling, or otherwise providing any weapon including knives, explosives, pellet guns, paintball guns, and BB guns. Prohibited too, is the use of any object in a threatening manner. Possession of any type of firearm will result in immediate expulsion.

Academic Dishonesty: Any student caught cheating, plagiarising, or assisting another student to cheat will result in suspension.

Extortion: Making threats with the intent to obtain money or something of value.

Property Damage: Causing or attempting to cause damage to school property or private property.

Parents/guardians are responsible for any losses or damage to property of the school, or the property of another student or staff caused by a student. Parents may be required to pay for damages.

Theft: Stealing or attempting to steal school or private property, or receiving stolen property.

Obscenity: Committing an obscene act or sexual act, even if consensual.

Disruption or Defense: Disrupting school activities or otherwise refusing to follow instructions.

Sexual Harassment: Making unwelcome advances; requesting sexual favours; and/or verbal, visual or physical conduct of a sufficiently severe sexual nature; and/or creating an intimidating, hostile or offensive educational environment.

Hate Crimes: Causing, threatening to cause, attempting to cause, or participating in acts of hate against people or property. This includes but is not limited to negative behaviours that target members of a particular gender, race, ethnicity, religion, sexual orientation or the mentally or physically challenged.

Harassment: Harassing, intimidating, or threatening a student or a group of students, or school personnel, with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile environment.

Suspension :

Expulsion: Students who pose a continuing danger to persons or to property or who pose an ongoing threat to the academic progress of the school community may be removed immediately from the school community. A meeting will be held with the appropriate parties to determine if expulsion is the only option.

GFHSS is your school. If you have any ideas for improving this set of guidelines and procedures, please contact your Student Council representatives.

Here's to a wonderful school year committed to yourself, others and the environment.