



**AMERICAN
INTERNATIONAL
SCHOOL
IN EGYPT**

AMERICAN INTERNATIONAL SCHOOL - WEST



Parents & Students Handbook **Elementary School** **2022 - 2023**

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AIS EGYPT MISSION STATEMENT

The American International School in Egypt provides a comprehensive and challenging American and international education that fosters informed and engaged local, regional and global citizenship. We inspire students to be lifelong learners who contribute positively within a diverse and changing world.

AIS EGYPT PHILOSOPHY

AIS WEST provides a co-educational, English language, college preparatory program of studies as well as The International Baccalaureate Diploma Program that culminates in awarding eligible students an American High School Diploma and/or International Baccalaureate Diploma.

A holistic education is provided that encourages high standards of academic achievement, meaningful collaboration, and personal development, while supporting the unique needs of each learner. We encourage the expression of multiple perspectives in a safe and nurturing learning environment, such that the cultural identity of each student is valued. We prepare students to contribute to and thrive in a multicultural society. We support students in the development of skills and learning strategies.

Students are encouraged to take responsibility for their own learning and well-being. Learning explicitly addresses guided and independent inquiry and investigations, skill development, and thinking strategies for finding solutions to the complex problems inherent in the challenges posed in developing a sustainable and peaceful world.

AIS EGYPT BELIEF STATEMENTS

At AIS Egypt, we believe that each member of our learning community has a commitment to:

- Participate actively and responsibly in his or her own learning;
- Support parent-teacher-student relationships that enable success in learning;
- Understand and appreciate each other as individuals with special interests, aptitudes, and the ability to learn and experience success;
- Support the role of extracurricular activities in enabling students to explore interests and to cultivate unique skills;
- Communicate proficiently using the English language and ensure all students' first languages are supported to the extent possible;
- Experience and value education as a lifelong process;
- Develop the skills to utilize contemporary technology to enhance further learning;
- Establish and maintain respectful and effective communication and collegiality;
- Develop in all students a sense of personal and social responsibility through demonstrated service to others;
- Respect local, regional, and international perspectives; and
- Shape the future of our school through strategic vision, continuous planning, and agreed upon action plans linked to continuous evaluation.

TEACHER CODE OF ETHICS

The primary responsibility of a teacher is to those whom they teach. In meeting those responsibilities to the learner, the teacher will:

- Teach in a manner that respects the dignity and rights of all persons without prejudices.
- Recognize that each learner is a unique individual and what is required for their learning may vary.
- Base their professional practice on continuous professional learning.
- Not divulge information about a student received in confidence or in the course of professional duties.
- Not intentionally expose students to embarrassment or disparagement.

Teachers recognize that they work in collaboration with the parents of their students. They also understand professional decisions must be weighted towards what is judged to be in the best interest of their students. Teachers will strive to:

- Make every effort to encourage parents to involve themselves actively in the education and welfare of their children.
- Recognize the right of a parent to be consulted about any matter that concerns the future development of their children.
- Establish open, honest and respectful relationships with parents of their students.

Teachers are vested by the public with trust and responsibility, together with the expectation that they will help prepare students for becoming a contributing member of society. As a member of society teachers will:

- Teach and model those positive values that are widely accepted in society and encourage learners to apply them and appreciate their significance.
- Actively support policies that promote equality of opportunity for all.

Teachers have voluntarily accepted to become a member of AIS WEST and as such will meet the conditions of the contract to which they agreed. Teachers will:

- Fulfill all contractual obligations to AIS WEST unless released by mutual consent.
- Respect the leadership of AIS WEST and strive to be a positive and successful team member of our school.
- Act in the community in a manner which enhances the prestige of the teaching profession and reflects positively on AIS WEST and its staff.

Teachers shall exert effort to maintain and AIS WEST professional standards and promote a climate that encourages the exercise of professional judgment and trust among colleagues. Teachers shall:

- Recognize the obligation to improve his/her effectiveness as a teacher in every way.
- Respond unselfishly to colleagues seeking professional assistance.
- Respect the professional standing of his/her colleagues and maintain the highest standards of professional courtesy with them.
- Teachers will not undermine the confidence of students with their colleagues.
- Respect proper channels to raise concerns or questions regarding school policies or procedures.
- Act in a manner which maintains the honor and dignity of the profession.

Academic honesty and personal integrity are fundamental components of a student's education and character development. AIS WEST expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

The academically honest student produces work representative of his/her own efforts and abilities, whereas the academically dishonest student attempts to show knowledge and skills he/she does not possess by claiming it as his/her own. Academic dishonesty may take many forms; moreover, the practice of academic dishonesty undermines the purposes of education and denies the student his/her right to personal and academic integrity.

Definitions of Academic Dishonesty

Malpractice, or cheating, is using dishonest means in an attempt to obtain credit for academic work. The following offenses, including but not limited to those below, are considered examples of cheating:

- Using/providing notes, documents, answers, aids on any assessment (i.e., test, quiz, exam, etc.) or assignment unless expressly permitted by the teacher.
- Utilizing communication/electronic devices to send or obtain unauthorized information.
- Taking any assessment in the place of another student or allowing someone else to take an assessment in one's place.
- Looking at another student's paper, talking during an assessment, or violating any other expressed directions given by the teacher.
- Tampering with teacher materials and/or student records.

Collusion is defined as supporting another student's malpractice or cheating.

Plagiarism is any use of another individual's ideas, words, or work without giving him/her appropriate credit. Plagiarism includes, but is not limited to the following: misuse of published material or material acquired from internet sources, and/or the work of another student.

The following offenses, including but not limited to those below, are considered examples of plagiarism:

- Paraphrasing or copying any source without giving proper credit to the author.
- Not using denotation when citing sources.
- Turning in any assignment which is not based on one's own research and writing.

Fabrication is inventing information, falsifying research/projects, and/or using other products with the intent to deceive. The following offenses, including but not limited to those below, are considered examples of fabrication:

- Creating a false reason to receive special consideration for an assessment or assignment.
- Citing information not taken from the source indicated.
- Submitting a paper, lab report, or other academic exercise containing falsified data or evidence.

Duplication of work is defined as the presentation of the same work for different assignments or assessments.

Tampering with teacher materials and/or student records for purposes of cheating or fabrication will not be tolerated. Students who tamper with teacher materials and/or student records are subject to disciplinary action.



Consequences for Academic Dishonesty

If a student cheats, plagiarizes and/or lies, she or he may not receive credit for the entire assignment and may not qualify for makeup of the assignment, subject to the school's discretion. Behavioral and academic consequences for suspected and confirmed academic dishonesty will be determined based on the severity of the offense. The specific consequence of any violation of academic honesty will be determined by the school administration after consultation with the teacher and a review of any prior violations. It remains an expectation at AIS WEST that the assignment in question must still be completed, with full academic honesty.

AIS WEST TRADITIONS

School Colors: Navy Blue, White, and Orange
Nickname: Lynx
Unofficial Motto: "Lynx to Learning"

ADDRESS OF THE SCHOOL

The American International School in Egypt
West Campus; *Staff Name*, Sheikh Zayed
City (Entrance 2; Greens Compound),
District 1, 12588; 6th of October, Egypt
Telephone Number: +202 38540600

CURRICULUM

AIS WEST adheres to a standards-based curriculum. The standards adopted by the school are based on the United States Common Core standards for English Language Arts and Math, the NGSS for Science, and the International AERO standards for Social Studies, Music and Art, Technology and P.E

It is important to explicitly state that AIS WEST is an international school; we are not an Egyptian school with North American trained teachers. The school adheres to an

American curriculum model and uses the standards from the United States. Throughout the units of instruction, teachers should include resources from various international sources, including literature and the arts. The focus of our curriculum and classroom instruction must not be limited to stand-alone studies of Egypt and/or the United States. All classes are to be focused on the development of student literacy.

SCHOOL DAY

The school day is from 8:00 - 2:50. Students may begin arriving no earlier than 7:45 and no later than 8:00.

Morning Entrance Procedures:

Students should arrive at school no earlier than 7:45AM. As soon as they arrive on campus, all KG1 and KG2 students will enter their designated playground to the right of Gate 1. Grade 1-5 students proceed directly to the elementary playground for the flag ceremony and are brought to their classrooms by their homeroom teachers.

Dismissal Procedures:

KG1 students will be released at 2:40 and brought to the KG1 garden play area to be met by their parents. Bus riders will be brought to the buses. KG2 students will be released at 2:45 and brought to the cafeteria to be met by their parents. Bus riders will be brought to the buses.

Grades 1 - 5 students will be brought down to the playground to be met by parents or sent to the buses or Greens Gate.

Students who have not been picked up by 2:55 will be brought to Gate 1 to await their parent or guardian.

We do not have supervision after 3:00. Please be on time picking up your child as they will not be supervised after that time unless in an after school activity or tutoring session.



EARLY DISMISSAL

Instructional hours are from 8:00 am until 2:50 pm. Parents who desire their child to be dismissed early, for medical reasons or for an urgent appointment, are required to send an **email** to the Elementary Dismissal Officer explaining the reason and the time for early dismissal. Please send your email to elementarydismissal@aiswest.com.

Please make sure you send an email to the elementary school office before noon **(before 12:00)**.

The student is to be checked out from the main reception area by the parent or parent designated adult.

We also ask you to designate a time that does not disrupt a lesson. Please plan any appointments on the weekend or during your child's holidays, unless it is urgent or out of control, because again, we aim to maximize students' learning in school.

Please do **not** send a verbal message for early dismissal via your child. Should there be any confusion such as the child insisting he or she is being collected and we are unable to contact you, the child will be kept at school rather than risk being sent home where no-one is there to meet them.

If your child is a bus rider, all changes in transportation must be emailed to transportation@aiswest.com prior to 1:00 pm.

AFTER SCHOOL ACTIVITIES AND TUTORING

Students in Grades 1 - 5 may participate in After School Activities or Tutoring. After School Activities take place on Tuesdays from 2:55-3:50 and are activities designed by teachers for various grade levels. There are 2 - 3 seasons a year that last 8 - 10 weeks. A sign up sheet will be sent home

before each season and students and parents can choose the ASA the student would like to participate in. Prior to officially joining any activity, students and their parents may be required to sign an *Extra-Curricular Activity Code of Conduct* to register a mutual understanding of school policies related to participation in after-school activities.

In addition teachers may offer tutoring sessions after school on Sundays or Mondays from 2:55 - 3:50. Students will be invited by the teacher to attend tutoring sessions, however, parents may also ask the teacher if their child can attend.

Class attendance is mandatory for the entire school day before a student may attend an extracurricular activity. Participation in extracurricular activities is an additional responsibility that should not conflict with the student's primary academic responsibilities.

HOMEWORK

A reasonable amount of academic effort outside the class extends learning and reinforces study skills. Homework activities can promote independent inquiry and demonstrate the student's initiative as a learner. Students should do their work independently, in an environment that suits their temperament, learning style and energy curve. Parents can assist their children by ensuring that the appropriate setting exists. Generally, teachers do not assign work that they believe a child cannot do alone. If parents find that their help is needed, they should encourage their child to indicate this to the teacher the next day. If problems continue, they should contact the teacher themselves. When teachers assign a project which, by its very nature, requires parental participation, they will communicate this.

The purposes of homework are as follows:

- *Practice*: to reinforce learning and help students master specific skills.
- *Preparation*: introduces material presented in future lessons. These assignments aim to help students learn new material when it is covered in class.
- *Extension*: asks students to apply skills they already have in new situations.
- *Integration*: requires students to apply many different skills to a large task, such as reports, projects, and creative writing.

The nightly homework norm for students should be 10 minutes of work per grade level. The recommendation is based on the norm for the age range; some students will work faster than others, while some will work for longer periods of time to accomplish the same task.

KG2 & 1st Grade : Total HW Time = 10 minutes

2nd Grade : Total HW Time = 20 minutes

3rd Grade : Total HW Time = 30 minutes

4th Grade : Total HW Time = 40 minutes

5th Grade : Total HW Time = 50 minutes

Middle School : Total HW Time = 60-80 minutes

High School : Total HW Time
= Approximately 2 hours

Students needing to spend significantly more than this amount of time on a regular basis may be having difficulty with the curriculum. Parents are asked to let teachers know if this occurs so that plans can be made to provide assistance. Occasionally, there will be larger homework assignments that could potentially require extended periods of time.

Research on homework indicates that teacher feedback—either in correcting the assignment or in written comments—is what generates the largest effect on student learning. By definition, all

homework assignments are formative assessments. Formative assessments are practice and to inform the teacher and student what has and has not been learned in the initial stages of instruction. As such, the accuracy of a student's homework assignment may not be used when factoring his or her summative academic grade.

Homework Requests when Absent or Sick

Students may receive homework on the second day of their absence. Parents should email the class teacher to arrange the homework. Teachers use Seesaw or Google Classroom to upload and share assignments for students. Students can log in and retrieve assignments from one of these two platforms. Homework should not be requested for less than two days of absence.

ATHLETICS

Students in grades 4 and 5 may be involved in our after school sports programs. Practices take place after school from 2:55 - 3:50. Students may be asked to compete in small tournaments or games with local schools. Students involved in the after school sports teams must maintain a positive academic and behavioral standard in order to participate. Any activity sponsor who has concerns regarding student participation should address these directly with the principal. The principal has the final say in all eligibility matters and may require students and their parents to sign a behavioral/academic plan. Teachers are strongly encouraged to work proactively with the sponsor/coach as well as the athletic director to keep student-athletes progressing in the manner expected of them.

Students may not participate in an activity if they are absent on the day of the activity. Students may not be excused from school early due to illness on the day of a game and expect to participate. It is important for students to realize that the athletic and activities programs complement the academic program and that what goes on in the academic setting takes precedence over participation in athletics or activities. That being said, all teachers should encourage students to participate in a well-rounded school experience.

AFTER SCHOOL SUPERVISION

Students are not allowed to remain in school in *unsupervised* conditions. If a child stays after school, he or she must be in a scheduled activity or with the permission of a member of staff. **After 3:05pm, AIS WEST does not have any arrangements for after school care, and our staff is unable to ensure the safety of students who are left in school unsupervised. If a child will not be picked up promptly after an activity, he or she should not stay after school.**

DISCIPLINE: BEHAVIOR POLICY AND STUDENT EXPECTATIONS

Anti- Bullying

AISE West is committed to providing a caring, friendly and secure environment for all our students. Bullying of any kind is unacceptable. We take responsibility for helping students understand what bullying is and the harm it can do. Any incidents of alleged bullying will be investigated and dealt with appropriately. Anyone who believes that bullying is happening is encouraged to tell a member of staff.

The school strives to achieve a balance between the rights of the students and the need for order and safety.

The school administration and staff are committed to the principle of fair and equal treatment of all students within the school as well as uniform and equal enforcement of school policies, but each case will be reviewed as an individual event. Through cooperative relationships between students, school staff and parents, the school experience for all students can be meaningful, stimulating and produce lifelong benefits. Students are expected to:

At AIS West Campus, our Student Code of Conduct is based on the following beliefs:

- Discipline is a natural element of educational and personal development.
- Discipline should be viewed as a means of encouraging good behavior and not merely as a reaction to inappropriate behavior.
- Discipline should involve considerations for individual circumstances as well as for the rights and welfare of the entire school population.
- Attend school on a regular basis and arrive at school no later than 7:50am.
- Understand and adhere to all school policies and be willing to accept the responsibilities that go along with their rights and privileges.
- Respect the worth and dignity of each individual and respect the rights of fellow students.
- Respect the rights and responsibilities of all staff members as they perform their duties.
- Observe a code of conduct for all citizens through the use of proper language, etiquette and appearance
- Exercise proper use of, and care of school facilities and equipment.
-

DISCIPLINE: CONDUCT VIOLATIONS AND CONSEQUENCES

Level 1 is in classroom behavior.
Repeated behaviors need to be addressed.

Level 1 Infractions - Teacher Managed in Classroom

Minimally disruptive classroom behavior
Lateness (teacher should be first line of defense - notes are sent home by the office each term)
Dress Code Violation
Preparedness - supplies, out of uniform (PE) etc
Electronics
Food
Disruptive Classroom Behavior:
Language (not toward another student)
Calling out
Put downs
Throwing Items (without intent to harm another person)
Refusal to work
Minor Dishonesty
Tone and/or attitude
Defiance
Disrespect

Level 2 is Conduct Notice Level 2 Infractions - Conduct Notice

Vandalism
Gambling/Selling items without school permission
Major or repetitive Disruptive behavior
Horseplay - inappropriate physical contact (Repeated or unwanted)
Throwing Items
Failure to serve detention

Conduct Notice:

- 1) Teacher gives first verbal warning
- 2) Teacher gives a second warning and initiates other classroom management strategies such as moving the student to another location in the room, separating from the group, time out, etc.
- 3) If a student continues to persist in behavior, the teacher completes a Conduct Notice and sends it home to their parents. The Conduct Notice is maintained in the student's discipline file.
- 4) Consequences for minor infractions may be imposed by the teacher.
- 5) Certain behaviors may result in an immediate Conduct Notice.

Level 3 is Office Referral

Level 3 Infractions - Office Referral These can include, but not limited to:

Fighting
Stealing
Throwing something with intent to harm
Abusive Language directed at another peer or adult
Threats
Harassment/Bullying/Cyberbullying
Major Dishonesty - cheating on a test or major project, dishonesty that endangers another student
Sexual Harassment
Any illegal behavior as defined by Egyptian Law - including bringing weapons to school, smoking, drugs, or alcohol on school grounds.

Three level 3 infractions within 6 weeks or per teacher/admin/counselor discretion, the student will be placed on an individual behavior intervention plan as appropriate, with guidance from administration and counselors.

Repetition of infractions:

- 1) If a student has reached 4 behavioral infractions within a 4 week period, an Office Referral is issued. This generates a parent/teacher/administration conference regarding the child's behavior.
- 2) The student may be placed on a monitored Behavior Plan where expectations are agreed upon, and all parties sign the agreement. Counselors may be called in to provide behavioral counseling support during detentions.
- 3) Consequences such as after school detention, loss of privileges and in-school suspension may be imposed by administration for repetition of infractions.

Serious infractions

Students are immediately sent to administration as an Office Referral. Consequences will be set by administration based on the nature of the offense and the history of the student's behavior. A student may be placed on a monitored Behavior Plan. Failure to comply with this plan may result in a student being asked to leave the school.

The administration tracks student behavior and progress and remains in close communication with the teachers, counselors, parents and other involved parties who are working to affect positive change in the student's behavior.

DISCIPLINE: SCHOOL BOARD INVOLVEMENT

The AIS School Board shall have the general care and custody of the school and property, make and enforce suitable rules and regulations for the general management of the school and for the preservation of school property. The School Board may authorize or order suspension, exclusion or expulsion from school of any student guilty of gross misdemeanor or

persistent disobedience, or one having habits or bodily conditions detrimental to the school whenever, in the judgment, the interests of the school may demand it. The School Board shall have authority to make reasonable rules and regulations for the proper establishment, maintenance, management, and carrying on of the school, including regulations relative to the conduct of students concerning their safety while in attendance at school or en route to and from school.

The School Board generally delegates certain authority to the staff and administration, which are charged with managing the school and maintaining an environment that is conducive to learning. School staff and administrators stand in loco parentis (in place of the parent) in school disciplinary relationships with students. They have the rights, duties, and responsibilities of the legal parent in disciplining students for the enforcement of reasonable rules. The authority to suspend is delegated to the Principal or her/his designee while the authority to exclude or expel is retained by the Board of Directors or the Head of School.

ASSEMBLIES AND PERFORMANCES

Assemblies are part of the general educational function of the school. It is a unique format for the presentation of information related to the school curriculum, or relating to the development of the students' general social and aesthetic development. Assemblies should foster the development of appropriate audience behavior. Assemblies make it possible to present material not easily done in the regular classroom. In addition, assemblies provide an appropriate showcase for our student and faculty performing talent. All assembly agendas and seating arrangements must have prior approval from the principal. Siblings and family members are not permitted to be

checked out of class to attend assemblies or performances.

Teacher Responsibility

Teachers are expected to remain with their students at all times. In addition, teachers will be responsible for the general supervision and control during the assembly.

Student Behavior

Appropriate assembly behavior is part of the educational nature of the assembly program. It is an important courtesy for visiting performers and an essential ingredient to the goal of providing a stage for the talents of students and faculty members. This appropriate behavior may be assured by the following:

- The teacher may guide student behavior as a natural extension of his/her class.
- In extreme cases, teachers may appeal to the extra teachers and/or administrators to remove an unruly student or students. The extra teachers or administrators may initiate this procedure if necessary.
- No books or book bags are to be brought to the assembly.
- Feet should not be placed on the seats and reasonable posture is requested.
- Students should report promptly to the assembly.
- General courtesy and attention is required.
- Students should become quiet when a staff member or student begins to introduce the assembly.
- Appropriate expressions of applause are encouraged.

ASSESSMENT

As AIS WEST utilizes a standards based curriculum, the grades students earn are measurements of mastery for each standard. Each teacher is required to keep written records of the child's progress as assessments of the standards of learning are completed. Students receive an

academic (only) grade as well as four student skill grades. Students must have been registered for at least five weeks of the marking period to receive a grade.

Periodic assessment of students is a valuable and necessary part of the learning process. Assessment provides our teachers with important information regarding the mastery of course content by students, both individually and collectively. Assessment also provides the basis of reporting to parents regarding student progress. It is therefore important that students prepare for and write tests at the time announced by our teachers.

Students should not have to sit for multiple, larger assessments on the same day. Consideration to the unique nature of the Ministry exam should also occur and teachers are strongly encouraged to avoid other assessments that week.

Standardized Tests and Ministry of Education Exams

The Measurement of Academic Performance (MAP) Tests are standardized tests administered to all students in grades 1 - 5 in language usage, reading and mathematics. These are given during the fall and spring of each school year and demonstrate the student's progress in the three above mentioned areas. Ministry of Education Arabic exams are administered to students in grades 4 and 5 in the fall and spring of every academic year. Exams assess student knowledge in Arabic, Religion and Social Studies.

Report Cards

Report card narratives are completed four times a year. There is a separate report for KG1 and KG2 - 5. This allows reporting to fit the development of the child. Reports are released to families via PowerSchool. The dates of release will be announced prior to the actual release date.

BOOKBAGS

Bookbags, of any size, are not allowed inside the classrooms. All elementary students are provided with a cubby to store their belongings and the master schedule provides class transition time throughout the day to allow students to visit their cubbies to prepare for the next set of classes. Unless there are special circumstances approved by administration, **rolling bookbags are not permitted.**

BUS

Good conduct of school bus passengers is essential to provide a safe and effective means of transportation for all students. If the bus monitor witnesses or is made aware of a bus infraction, he/she will inform the transportation supervisor and he/she will write a bus referral and send it to the appropriate administrator. Bus safety rules are:

1. All students must remain seated while the bus is moving.
2. Students are expected to respect the school bus property.
3. All students will wear a safety belt at all times while on the bus.
4. Students should not throw objects while on the bus.
5. Students should use a quiet voice level and avoid shouting.
6. Students should keep their hands and feet to themselves.
7. Bullying, harassment, and name-calling will not be tolerated.
8. All students are expected to be respectful toward others and avoid the use of profanity or other unacceptable language.
9. All students are expected to always display respect toward the driver and bus supervisor.

10. Students are expected to report promptly to the bus after the 2:50 dismissal time. The buses are scheduled to depart at 3:05.
11. Fighting will result in an automatic bus suspension, no matter who starts the fight.

Consequence steps during each quarter marking period: Depending on the severity of the infraction, the administration reserves the right to skip the warning step and assign one or more days of bus suspension.

Fighting will result in an automatic bus suspension of 3 or more days.

1st Referral: Warning-only for first bus referral

2nd Referral: 1 day bus suspension

3rd Referral: 2 days bus suspension

4th Referral: 3 days bus suspension

5th Referral : 4 days bus suspension

6th Referral : Bus suspension for remainder of quarter marking period

* Please note that at the start of each term, if the warning has already been received, he/she will receive a bus suspension for one or more days for each referral received.

CHANGE OF CONTACT DETAILS

Parents are asked to promptly report changes of residence, mailing address, email, mobile or telephone number to the Admissions office. In addition, all parents are asked to provide the school with an emergency telephone number where someone familiar with the children will be able to be reached at all times. Please make sure that all information is current throughout the year.

CHANNELS OF COMMUNICATION

When a question or problem concerning your son or daughter and his/her work in school occurs, the best person to see is the classroom teacher. AIS WEST teachers are committed to providing regular and timely communication to students and parents. Students and parents are expected to promptly communicate any questions and/or concerns they may have. Teachers should reply to all parent emails and phone messages within 24 hours. This time may be extended over weekends. Problems of a personal nature may also be discussed with the Counselor.

Problems which remain unresolved through a conference with the teacher or Counselor, and questions of a more general nature concerning the operation of the school, may be discussed with the Vice Principal, Principal and then, if necessary, with the Director. When a student has a concern, he or she should see the teacher first.

CLASS PETS / ANIMAL VISITS

If your child's teacher is planning to have a class pet, you will be notified beforehand. You will be asked to sign a form if your child will be given a pet/animal/reptile to handle/care for. The form can be sent one time for the entire school year.

CONFERENCES

School-wide parent-teacher conference days will be scheduled into the master calendar each semester. Families will have a set amount of time, scheduled in

advance via the parent portal, to meet with the core teacher(s) and the opportunity to meet separately with the specialist teachers. The format of each of the official school conference days is at the discretion of the Principal.

Teachers are requested and encouraged to hold additional conferences with parents as needed throughout the school year. All teachers are expected to be available after-school for this purpose. Additionally parent conferences may be scheduled during a teacher's planning period at the discretion of the teacher.

All individual conferences are to be scheduled directly with the teacher. These conferences may be initiated at the request of the teacher or the parent. The teacher is required to document all conferences and business related phone calls/other contacts with parents. If a teacher or a parent experiences difficulty in scheduling an appointment with the other party, the school administration will intervene.

Under no circumstance(s) are parents allowed to have a joint or multi-family parent-teacher conference with any staff member at AIS WEST. Parents may only meet with teachers individually about their son or daughter and not as a self-proclaimed representative group.

Additionally, a tutor may not serve as the parents' representative at the school. It is not acceptable that an AIS WEST teacher who is a tutor comes to the administration conveying the wishes of the tutee's parents, appears as the parents' representative at conferences, or joins the parents at any parent-teacher conference.

COUNSELORS

VISION STATEMENT: The AIS West Counseling Department aims to help all students experience educational success by providing a comprehensive counseling program that addresses the academic, career, and personal/social needs of each student. The school counseling department provides guidance and directed assistance to all students through a structured guidance curriculum program, individual and small group counseling, and advocacy. The school counseling department goal is to prepare students to become effective learners, responsible citizens, and productive members of the global community.

The Comprehensive Counseling program at AIS West addresses the students' academic, career, and personal/social needs.

- Academic: helping students understand his/her learning style and how to plan ways to improve it.
- Personal/Social: helping students when personal problems interfere with school success and their goals/aspirations.

School counselors are part of the school's educational team. We work closely with teachers and administration to help students with academic achievement and personal/social development. School counselors work with all students in order to help empower them with self-knowledge, positive interpersonal skills, and coping strategies that they can use throughout their lives.

School counselors work with students through:

- Classroom guidance lessons
- Individual and small group counseling
- Crisis counseling

- Coordinating & consulting with teachers, administrators, and parents
 - Referring to community resources
 - Parent workshops and presentations
-

ELEVATOR USE

Students are required to use the stairs when entering and exiting AIS WEST and changing classes. Only students having a special need will be given written permission by the Administration or school doctors to use the elevator.

EMERGENCY PROCEDURES

Evacuation plans should be posted in all classrooms. It is the responsibility of every teacher to clearly understand these plans. Drills will be held throughout the year to familiarize students and faculty with necessary procedures and problems. In the event of a crisis, the Director is the primary coordinator and the schools spokesperson. The Director's Office will serve as the control center.

FIRE DRILL EXITS & LINE-UP

While students are here at school, our top priority is their safety. One component of safety is that we conduct several fire alarm practice drills during the school year. When a fire alarm occurs all students, faculty, and staff gather on the football field. If parents are in school during a fire alarm, we ask that they proceed outside and down the long ramp at the end of the football field. Parents and other guests in the school will gather together at the tables to their left as you enter the football field.

Evacuation plans and procedures for fires are posted on every classroom wall.

FIELD TRIPS

Educational field trips are defined as any travel away from the school site which is done during or outside school hours. These are sponsored by the school with the purpose of enhancing learning about the subjects in the curriculum. Parents will be informed of such trips and will be asked to fill out a permission form before a student will be allowed to go on the trip.

Teachers should follow these procedures when planning a field trip:

- Check the proposed place for the field trip for safety and control factors. Check to see that you can meet the objectives for the trip.
- Discuss the trip with the Principal and have written approval at least ten days before the proposed date.
- Review the purposes of the trip and how it relates to your course outline, including how you will prepare the students ahead of time, debrief and assess the trip for content knowledge, skills and insights gained.
- Obtain approvals (administration, business manager, transportation supervisor).
- Make arrangements for covering classes you will miss while on the field trip.
- Notify teachers concerning students on the trip (school bulletin, etc).
- Plan for distribution and collection of parent permission papers.
- Collect any charges or fees for the trip and fee collection plans.
- Complete the Field Trip Bus Transportation form, including all proposed times, places and arrangements and submit it to your Principal.
- Assure that the field trip has been placed on the school calendar. No field trips during school hours may be held during the first 3 weeks or the last 4 weeks of school.

- The cost of the field trip, including entrance fees and food, is the responsibility of the parents.
- There is no charge for transportation within the Cairo area. Students must pay transportation fees for any trip out of greater Cairo.
- Overnight trips must be approved by the Director. Students taking field trips during the day should be back on campus by no later than 2:30 p.m. as buses are utilized for transporting students and staff home. Allowances for Cairo traffic jams and delays should be considered in making plans for the day.
- When students go on a field trip they are required to wear the school uniform.
- The ratio of teachers to students will be 1-10.
- Teachers must receive notice of the field trip a minimum of two weeks prior to the event. Field trips with less than two weeks' notice will not be allowed to take place.

Student Responsibilities on Field Trips

- Students are reminded that a field trip is an extension of the school day and all policies and rules apply.
- Students are required to wear their school uniform unless given permission not to do so by the trip sponsor.
- During free time students must be in groups of two or more.
- During overnight trips no male students may ever enter a female student's room and no female students may ever enter a male student's room.
- The curfew will be set by the trip sponsor and will not be open to negotiation.

- Students must be in their rooms at curfew and no students will be allowed to leave their room after curfew.
- The trip sponsor may set additional rules and regulations to address the idiosyncrasies of specific trips or locations. Students must comply with these rules and regulations.
- Students must sign and turn in to the trip sponsor the Field Trip Permission Form and Medical Release Form signed by their parent or guardian or they will not be allowed to participate in the trip.
- Students participating in a field trip are expected to be in full attendance on the school day following the trip. Failure to do so may result in being declared ineligible to participate in future field trips.
- Students must travel both to and from the field trip location under the supervision of a chaperone. Requests to do otherwise will only be considered if they have permission from the Principal at least one day prior to the beginning of the field trip who will have confirmed this with the parent by phone or in person.

Chaperone Duties and Responsibilities on Field Trips

- Chaperones will comply with all policies and regulations.
- A chaperone's first and foremost responsibility is the safety and security of the students in their care.
- Chaperones will dress appropriately for the specific location and activity.
- Chaperones will not consume alcoholic beverages for the duration of the trip.
- Chaperones will not smoke in public places or locations where students may see them.
- On overnight trips, chaperones are on duty 24 hours a day and must be available to handle any emergencies.

- On overnight trips there will be an appropriate ratio of male and female chaperones consistent with the gender composition of the student group.
- When an interpretation of a policy or regulation is required, the trip sponsor's decision is final.
- Chaperones have the authority to invoke appropriate disciplinary measures as needed.
- In case of serious disciplinary issues or emergencies, the trip sponsor's immediate supervisor should be contacted immediately. All chaperones are required to carry with them a list of emergency contact telephone numbers including the Assistant Principal, Principal and the Director.

FOOD SERVICES AND THE CAFETERIA

Eating a healthy lunch is extremely important for growing and active students. A healthy lunch provides the energy needed for the students; bodies and minds. There are studies that show that when students skip their lunch or eat junk food, the capacity for learning and concentrating is greatly diminished. The cafeteria service provider serves the elementary students inside the cafeteria. Students must use prepaid lunch cards to purchase items from the cafeteria. **It is the parents' responsibility to ensure that students have sufficient funds on their lunch cards.** Remember, eating healthy food is very important for your child's growth and learning. **Chips, candy, cakes, cookies, soda drinks and energy drinks are not allowed at school and will be sent back home if seen.** Items may be confiscated by teachers or lunch supervisors, particularly from students who are repeat offenders of the healthy eating requirements.

FUNDRAISING ACTIVITIES

All activities involving fund raising by student groups must have the authorization of the school administration. No individual student or student group may represent the American International School in Egypt without prior school authorization. The school's name may not be used to advertise groups or activities without the school's expressed consent. Activities that require fundraising are to be screened by the school administration in order to maintain a reasonable balance of time spent by faculty and students on fundraising. Because of tax liabilities, items should not be sold at the school. An exception is made for school uniforms because taxes are paid by the supplying company.

GIFTS

It is common practice in Arabic cultures to give **small** gifts in appreciation of a teacher's hard work. Teachers and staff members appreciate such gestures but they are only allowed to accept "small" tokens (flowers, a box of chocolates etc). No employee is permitted to accept gifts of substantial value; any such gifts will be reported to the administration and returned to the giver.

HEALTH SERVICES / CLINIC

The Doctor's room is located on the second floor to the left of the lobby area. The clinic is open for students who may need health services from 8:00am to 3:00pm. Students going to the Doctor during class time must have a pass from the teacher whose class they are missing. An admission slip signed by the Doctor must be submitted to the teacher when a student returns to the classroom. If the nurse determines that the student is too ill to continue with classes, parents will be notified and requested to take the student home. The Doctor records

the details of every student referral in PowerSchool. Students sent home by the doctor will need to be checked out in the main office as usual. Students may be referred by the school staff for vision testing, personal hygiene, or other problems related to health. The school doctors should not be considered a student's primary care physician for diagnosis and prescribing medication.

ILLNESS & EXCLUSION FROM SCHOOL GUIDELINES

In order to keep the school environment as healthy as possible there are times when it is imperative that students are kept home from school. This is a combination of resting to keep them healthy as well as minimizing the spread of infection through the school. Here is a general guideline for when to keep your children home from school as well as when they will be sent home from school.

Fever

Any child with a fever (temperature greater than 100.4°F/38°C) should not come to school until the temperature is normal (98.6°F/ 37°C) for 24 hours.

Influenza

Any child with a bad cough or cold symptoms, heavy nasal discharge, frequent coughing (usually on the first one or two days of the cold) should not come to school.

Infection

If your child has been diagnosed with an infection requiring antibiotics, i.e., strep throat, conjunctivitis (pink eye), please make sure they have taken antibiotics for 24 hours before returning to school.

Gastro-Intestinal Viruses

Students who have had vomiting and or diarrhea (diarrhea defined as three or more loose stools in 24 hours) need to be kept out of school for 24-48 hours until the diarrhea has stopped, and the student is eating normally and up to the usual level of

activity.

Chicken Pox

Chicken pox is a viral illness characterized by small blister type lesions filled with fluid that appear on the skin. The most contagious period is 1-2 days before the onset of the blisters, until all blisters have crusted over. Children will not be permitted to school until all lesions have scabbed over.

LICE

Unfortunately, head lice are and have always been a problem in schools. Children suspected of having head lice should be treated with utmost discretion.

Pursuant to current best practices in school lice management set forth by the U.S. National Association of School Nurses, please note our procedures for lice detection and reporting below:

1. The school clinic conducts routine, scheduled lice checks in all classrooms, and for all students.
2. The school will contact parents of any students who have been found to have nits (lice eggs) or live lice and notify them to advise on treatment options.
3. Children with visible nits only will be allowed to remain in class for the remainder of the day. Parents can come pick up their child if the parents desire, but the school will not mandate it. Research shows that the chance of spreading lice at school is actually extremely low. The clinic will contact the parent and the parent will be required to pass by the clinic the next morning to re-check the student before returning to class to insure that the child has received necessary treatment.
4. If live lice are noted, the parent will be notified to come take the child home and provide treatment. The child may initially be sent back to class for a short time and then retrieved once the parent arrives at school because we do not want to identify and isolate in front of the other children.
5. The teacher will be notified of the identified children just to pay attention to any activities where heads may come in close contact. Again, we strive for confidentiality and lack of embarrassment to the child in all such cases.
6. The school will send information letters home to parents when we have discovered lice so they know to be more diligent about checking their children.

Parents are responsible for:

- Informing the classroom teacher.
- Keeping their family's hair clear of lice by regular brushing.
- Being vigilant for the signs of infection (casts, and feces on the pillow).
- Regular (weekly) detection combing, preferably on wet hair with a louse detector comb, and detection combing if warned that a member of the family or household has been in contact with someone with lice.
- Checking the water for lice after washing hair.
- Using lotions according to the agreed procedure on all intimate contacts if lice are found.
- Contact tracing, in order to find the source of the infection: telling all contacts of all infected members of the family to warn them they may have caught lice.
- Consulting their health provider or school doctor in the case of unexplained recurrent infection.



HOMEBOUND

General Education Homebound (GEH) services provide instruction to eligible students who are at home or in a hospital setting. Students served through GEH have a medical condition or extended illness that prevents attendance in school for at least 7 consecutive school days, as documented by a physician. Students on GEH will not have the absences counted against the 20 day policy. GEH instruction may also be provided to chronically ill students who are expected to be confined for a period of time totaling at least four weeks throughout the school year, as documented by a licensed physician. Decisions regarding services are determined by the Principal.

Work will be arranged by the homeroom teacher and then a tutor will supervise the instruction. Charges, following the tutoring scale, may apply to the family.

When services are provided in a private setting, such as a home, there must be an adult other than the student and the teacher present in the home.

INCLEMENT WEATHER

On rare occasions, adjustments to the recess schedule will be necessary due to extreme heat/humidity, wind, or rain. In these instances, you will need to have your mobile phone available for SMS updates and check your school email for further information.

LANGUAGE OF INSTRUCTION

English is the first language of instruction at AIS WEST and Arabic is the second language. Students are encouraged to speak in English throughout the day, with the obvious exception of their Arabic and World Language classes.

When students are using their mother tongue inside the classroom, teachers are to remind students that they should use English. The use of an alternate language should never be used to purposefully exclude others from a conversation. Students may be assigned detention if they choose to use languages other than the language of instruction in the classroom.

LIBRARY

The library is open to all students and teachers. Parents of children in KG1 may take out books for their children. The library has books and DVDs; DVDs are only available for teacher use. The number of books students may take out is as follows: KG1-Grade 1: 1, Grades 2-5: 2, Grades 6-12: 3. Books may be taken out for a two week period and can be renewed for two more weeks. Then they must be returned to the library. Any student who has an overdue book cannot take out more books until the overdue book is returned. There is no fine for overdue books. However, anyone who loses a book will be charged. After a book is overdue for six weeks, it is considered to be lost. The library is open from 8:00AM to 3:00PM each school day.

Damaged or Lost Items

If a book is lost or damaged, the student is responsible for paying the replacement cost of the book. Damage or loss should be reported and payment made in the Business Office. To obtain another book, payment for replacement must be made. In the event a student has an outstanding book fee, school records will not be released. This includes student transcripts and report cards.

The school issues texts, calculators, library books, instruments and other valuable materials to students each year. Students are responsible for returning these items in good, reasonable condition at the end of the year, or whenever the teacher asks for them back. If items checked-out to students do not return, or are returned in a manner deemed damaged or in need of repair, the student will be charged a repair or replacement fee. If the fees are not paid, the report card is not issued to the student until the items are recovered, restored or repaired.

LOST AND FOUND

Parents are URGED to mark all their children's personal belongings with the child's name in permanent ink or with a nametag. The School maintains a "Lost and Found" area. Please ask at Reception. Items not accounted for will be donated to a local charity on a regular basis.

MOBILE PHONES PROTOCOL FOR STUDENTS

Mobile Phones must be on **silent** mode while in school and stored in a student's

book bag. Students cannot carry their phones in their pockets or purses. Smartwatches are considered the same as mobile phones. **Students are encouraged to leave smartwatches and mobile phones at home**, but if a smartwatch is brought to school, it should remain on silent and stored in the student's book bag. Smartwatches are not permitted inside classrooms.

Use of smart phones for educational purposes will be at the discretion of the teacher. **The school is not responsible for the loss or damage to cell phones or smartwatches while at school.**

The office phones will be used for students to make emergency calls home if necessary.

OFFICE HOURS

AIS WEST's office hours are from 8:00am to 3:45pm. School business should be conducted through these offices and should be transacted during these hours. The Admin assistants office phones are business phones, and parents are asked *not* to call with messages to be given to their children except in the case of an emergency or unusual circumstances. In this case, please telephone reception.

OPEN HOUSE

Early in the school year, an "Open House" will be held. The purpose of the "Open House" will be to allow the parents to tour the physical campus, become acquainted with their child's curriculum and to meet the faculty of the school. It is not a time for individual parent-teacher conferences.

PARTIES AT SCHOOL

To maximize instructional time and minimize disruption, class parties are not permitted without prior approval from the Principal. You are required to seek approval at least **3 days prior** to any celebrations. All class/birthday parties held at school during school hours will be limited to cake and juice; parents may not send entertainment, balloons, gifts, clowns, puppet shows, DJs, etc. Under no circumstances will 'fast food' be allowed. Please refrain from sending in anything with nuts.

Additionally, **siblings of students will not be permitted to leave class to attend another class' party/event.**

PLAY AREA RULES

All games and activities on the general play areas are available to all students; students are asked to play cooperatively. Fighting is a major offense and may result in suspension. Play fighting is not allowed at AIS WEST.

RETENTION PROCEDURES (A.K.A. HORIZONTAL PLACEMENT)

The criteria for advancement to the next grade level for returning students is the current classroom teacher's assessment of both how effectively the child has met the academic and socialization levels of his or her present grade and how effectively he or she will meet the following year's levels.

Any teacher suggesting retention is required to verbally notify administration before the second conference in the spring and a conference will be conducted with the parents. Written notification should occur in the third report card. The administration and the homeroom teacher will meet to reach a final recommendation. The Principal, after consulting with the Director, will notify the parent and share the final decision regarding retention.

Elementary teachers will adhere to the following procedures to recommend students retention.

Their professional judgment must be that the student would be a candidate for retention and would benefit from repeating *the exact same program* for a second time.

1. Formal meetings with parents will take place informing them of the possibility of retention as early as the fall of the academic year
2. Parents must be notified in writing of the *possibility* of retention in the third report card.
3. Teacher and Principal will conference to decide on the retention recommendation.
4. The Principal and parents will conference to share the school's decision.
5. Students cannot be retained twice in the elementary school; if a situation arises warranting a second retention, the child is most likely not matched well for the academic program of our school and he or she will not be allowed to re-enroll.

AIS-WEST STUDENT AND PARENT COMPLAINT PROCESS

AISE-West students are encouraged to learn and employ positive and mature conflict resolution skills. When disagreements arise between students and faculty, students should follow these procedures:

1. Approach the staff member at an appropriate time and request a meeting. This should be done in a mature, respectful manner with the goal of resolving the conflict.
2. Invite the Counselor or Grade Level leader to the meeting as an observer/student advocate. If this is an IB Diploma concern the IB Coordinator should be included in the meeting.
3. If the student has followed the above guidelines and a solution cannot be reached, the student and Counselor or Grade Level leader should bring the matter to the attention of the appropriate member of the administrative team.

Parent Complaint Process

AISE-West parents are encouraged to follow the process outlined below if they have a complaint or concern.

1. Contact the teacher or other staff member at an appropriate time and request a meeting. This should be done in a mature, respectful manner with the goal of resolving the conflict.
2. If the matter is still not resolved, contact the administration team of that grade level, or if this is an IB Diploma concern, the IB Coordinator, to schedule an appointment to discuss this either in

person, by phone, or remotely via video conference. Please make sure you provide details concerning the complaint when you schedule the meeting.

3. If the matter is still unresolved the next step is to schedule a meeting with the School Director for an appointment to discuss this either in person, by phone, or remotely via video conference. Please make sure you provide details concerning the complaint when you schedule the meeting.

4. If the matter is still unresolved the next step is to schedule a meeting with the ESOL Board for an appointment to discuss this either in person, by phone, or remotely via video conference. Please make sure you provide details concerning the complaint when you schedule the meeting.

STUDENT ATTENDANCE

The school year at AIS WEST has approximately 180 school days. Frequent absences, late arrival or early departure can seriously affect the academic standing of a student.

There are often requests to give students permission to miss school. We ask parents not to extend the period of time students are away from school, except in emergencies. Students can only take advantage of the material and human resources that constitute their formal educational environment while they are present at school. Any absences from school may involve the student missing several learning engagements that allow teachers to assess the progress of your child. The probability of academic success increases as attendance improves.

Attendance Protocols:

As stated in the Esol Education Policy we believe “Daily, regular attendance is essential at the school because classes are based on active classroom learning. Students must be present to participate in interactive and investigative activities, otherwise, they will not receive full benefits from the program.”

In an effort to ensure that students progress academically, socially and emotionally we have put into place the following protocols, particularly for those students who are not progressing in either of the developmental areas at the average rate expected.

- **7th absence:** email notification
- **10th absence:** parent conference with Assistant Principal
- **13th Absence:** parent conference with Assistant Principal and Counselor
- **15th absence:** parent conference
- **After 15 (high school) or 20 (middle and elementary school) unexcused absences** parents will be notified via PowerSchool, meet with the division principal and sign an attendance contract that will explain the risk of the student being promoted to the next grade level
 - Students will remain on the attendance contract for a full year. At the end of the full year the contract will be reviewed. If the student’s attendance rate has significantly improved they will be taken off the attendance contract.
 - If the student’s attendance rate has not improved and they have 15 or 20

unexcused absences they risk being re enrolled at AIS West

Students with 15 (high school) or 20 (middle and elementary school) unexcused absences will be placed on an attendance contract and risk promotion to the following grade level or being re-enrolled at the end of the school year.

In addition, students must be at school at the start of the day, everyday. When students are late to class they miss instructional time as well as social engagements that teachers may be engaging the students in. It is not only disruptive to the student who is tardy, but to the learning of others as well. Teachers must stop what they are doing, interrupting the lesson and hence the learning. Therefore, 3 tardies will equal one unexcused absence.

Approval of Absences:

Approval of absences for reasons other than illness or family emergency must be requested in advance via email to the Principal. Absences not approved in advance may be considered unexcused.

It is a parental responsibility to ensure that a child is well enough to attend school, and a student who is clearly unwell should not be at school. This is not only to safeguard the sick child but also to prevent any infection being transmitted to other students and staff. If there are any concerns about whether a child should be attending school, please contact the School Doctor for information about exclusion policies.

Absences from school due to personal illness, death in the family, emergency dental or medical treatment, religious holidays, renewal of passport or attainment of documents or other necessary reasons are sometimes unavoidable. Teachers will make reasonable efforts to assist students in making up instruction, homework assignments and tests for such absences. Equivalent rather than identical assignments may be given.

If a child needs to leave campus during the school day to attend an appointment (doctor or dentist, for example), parents are asked to:

- Inform the Elementary Office via email (elementarydismissal@aiswest.com) and their class teacher of the reason they need to leave school and the time;
- Sign the child out in Reception.

Students who become ill during the school day and who are not able to continue in their classroom will have their parents contacted for early dismissal.

Please note that elementary students who accumulate 20 or more absences during the school year may be subject to grade level retention.

- **After 10 unexcused absences** parents will be notified via PowerSchool and an email from the division principal.
 - **After 15 unexcused absences** parents will be notified via PowerSchool and will meet with the division principal to discuss the problems that absences are causing and find a solution
 - **After 20 unexcused absences** parents will be notified via PowerSchool, meet with the division principal and sign an attendance contract that will explain the risk of the student being promoted to the next grade level
- Students will remain on the attendance contract for a full year. At

the end of the full year the contract will be reviewed. If the student's attendance rate has significantly improved they will be taken off the attendance contract.

- If the student's attendance rate has not improved and they have 15 or 20 unexcused absences, they risk being re-enrolled at AIS West

STUDENT TARDINESS

Habitual tardiness cannot be permitted. A reasonable allowance is made for unavoidable tardiness. Students who are tardy to school or check out early for unexcused reasons 3 times will be considered absent from school one day.

STUDENT SUPPORT SERVICES

Student Support Team (SST)

The AIS WEST Student Support Team recognizes and emphasizes the value and worth of each individual and believes that its primary responsibilities are to bring students' needs to the attention of staff, help students to grow academically, personally, and socially, to meet individual needs and goals, to be open and receptive to our changing world, and to become contributing members of society.

While AIS WEST is a unique learning situation as an international school, the problems and challenges of our students are not so different from those typical of children everywhere. Because the school recognizes that individual children have areas of strength and areas of weakness which sometimes must be addressed outside of the classroom, AIS WEST has established the Student Support Team. Consisting of Learning Support specialists, English as an Additional Language (EAL) teachers, Administrators, and Counselors, the SST serves those students experiencing

difficulty in their development.

Referrals may come from teachers or parents, and any initial referral is appropriate, whether or not the child is determined to need services. In some cases, the information developed through the referral process itself may contain the key to facilitating the growth of the student.

Parental permission is not required for an initial referral. Parental permission will be obtained before any formal assessments are conducted or a student's schedule is changed, and parents will be informed before the Counselor undertakes ongoing work (i.e. more than two sessions) with a student. The Learning Support Teacher, Counselors, or Principal, as deemed appropriate, shall coordinate this permission.

Counseling Program

A student needs a clear mind to be able to study well. The role of the Counselors is to serve as a resource for students, teachers, and parents to help students learn at their best. The Counselors are available to help students discuss their academic or personal concerns, and to work with students on social and friendship skills. The Counselors are also available to consult with parents about any concerns of an academic or personal nature that they have about their children. Appointments should be made directly with the appropriate Counselor.

English as an Additional Language

The EAL Department offers a program of intensive English instruction and support for students whose first language is not English. The aim of these classes is to enable students to access the social, cultural and academic life of the school. Lessons are tailored to individual needs. The four skills of reading, writing, listening

and speaking are taught through topics and themes related to the mainstream curriculum. New students may be assessed using the WIDA English proficiency assessment to determine the amount of EAL support they require.

Learning Support Program

The Learning Support Program is designed to support the learning needs of students who are experiencing difficulties in accessing the curriculum. The majority of students who are currently supported in the program have diagnosed specific learning difficulties and typically receive long-term support. There are also some students who have temporary difficulties, perhaps as a result of a change of school, who receive help for a short period of time.

At the Elementary level, Learning Support teachers work with the children through a variety of approaches depending on the grade level. Students are either supported in the regular classroom or in a separate class where they receive one-on-one instruction and work in small groups. Most often, elementary support is focused on math and literacy skills; however, individual goals are tailored to each student's needs, through regular conferencing with the classroom teacher.

STUDENT SUPPLIES

The teachers will provide a list of supplies that each student will be required to have for his or her class. General classroom supplies, like Kleenex, are provided by the school. There will be occasions where the teacher may request students to contribute supplies to the general collection of the classroom.

TECHNOLOGY

Providing students, parents, and teachers with practical and meaningful tools to benefit learning which aligns with the curriculum and standards is a must. This will be done through the use of educational websites, MacBook carts and iPads in the classroom. Grades 3 - 5 have a Bring Your Own Device program that begins when students are asked to bring to school, each day and charge, their own iPad with keyboard and cover.

Increasing the access to information and communication abilities is a vital goal, as we become a larger school community. AIS West provides the AIS West Portal, which allows students, parents, and teachers to access all the information needed about school life, school schedules, grades, and other school related information. It is essential that you learn to use this resource as it will be used throughout the year for disseminating information across the wider school community. Students are expected to comply fully with the AIS West Technology Policy listed below.

AIS West Technology Policy (March, 2014)

Purpose of the Policy

This policy exists to protect and define procedures regarding the use and maintenance of the AIS West Computer Systems/Networks/Equipment in line with the AIS-West Code of Conduct.

Purpose of Access to the Network

Stakeholders are granted access to the network to support learning through access to information.

Privilege

Accessing the Internet through school equipment is a privilege, not a right, and inappropriate use, including violation of this rule, may result in cancellation of the privilege.

- School administrators are delegated the authority to determine appropriate and acceptable use as provided under this rule.
- Permission to access the Internet through the school network as a tool for learning will be automatic. Parents must notify the school in writing if they do not want their child to access the Internet.

Monitoring

Administration reserves the right to review any material on user accounts for purposes of maintaining adequate file server space and monitoring appropriateness of material accessed through the network.

Security

Notify the network manager of any suspected policy breaches. No user may utilize another user's account for any reason. This includes, but is not limited to, the uploading or creation of computer viruses and the attempt to destroy, harm or modify data of another user.

Harassment

Harassment (Cyber Bullying) when utilizing the Internet will result in the elimination of computer access. Cyber Bullying is defined as the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Inappropriate Material

If inappropriate material is discovered, the staff member or student should inform their supervisor or teacher so the situation can be resolved.

Vandalism and/or Accidental Damage

If equipment accidentally damaged during school use by faculty or students, it is understood that AIS West will bear the cost of replacement. However, if equipment damaged by students is due to misbehavior or by faculty during personal time off campus the individual or student is responsible for the cost of damage/replacement.

Technical Damage

In case of technical damage, i.e., damage not caused by the individual, please notify the teacher, supervisor or principal as soon as possible so repairs can take place. AIS West will bear the cost of repairs.

Disciplinary Actions for Improper Use

The act of accessing the Internet through the school's network signifies that the user will abide by the provisions of this rule.

- Inappropriate use by students leads to loss of privileges, suspension and expulsion.
- Inappropriate use by staff will be handled by their supervisor and will be appropriate to the offense.

TOYS

Please do not allow your child to bring toys to school or to keep toys in his/her book bag. Toys from home are distracting to the school environment and often get lost on the way to and from school.

PAID TUTORING

Students who encounter learning difficulties in a class often ask to be tutored

after school. Teachers may work with students at any time before, during or after school. Teachers should not accept payment or gifts for the extra assistance given. Any paid tutoring must have the pre-approval of the Head of School. No AIS WEST teacher may tutor his/her own student for pay. Approved tutoring is to take place on AIS WEST's campus and not off campus. Payment for services rendered is to be made through the Business Office. 100% of the instructional fees are paid to the school and the Business Office will reimburse the teacher. Fees for tutoring are set by the Head of School.

AIS WEST's curriculum encourages a student-centered approach, with the students becoming independent learners. We expect teachers to assist their students in reaching this goal. For this reason, we do not encourage long-term tutoring. We expect a tutor to give short-term assistance in relation to a specific problem. AIS WEST will do its best to ensure that tutoring is carried out in what we believe are the student's best interests. Consequently we will abide by the following guidelines:

1. All private tutoring must be authorized by the school.
2. Private tutoring does not take precedence over your contractual obligation to:
 - Provide support to your own students
 - Offer an after-school activity or coach a sport
 - Attend Wednesday afternoon meetings
3. If school administration feels that a teacher's heavy tutoring load is having a detrimental effect on his or her performance in the classroom, it will intervene.

4. Teachers must be informed about who is tutoring their students. A student's teacher and his or her tutor should cooperate to ensure tutoring is most effective. However, the teacher is not required to provide lesson plans to the tutor. Tutoring does not take the place of what goes on in the classroom. If a teacher feels that a tutor is going too far in supporting a student, the teacher should report the concern to the administration.
5. A tutor must not become the parents' representative in AIS WEST. It is not acceptable that an AIS WEST teacher who is a tutor comes to the administration conveying the wishes of the tutee's parents, or appears as the parents' representative at conferences.

UNIFORM REQUIREMENTS FOR STUDENTS

All AIS WEST students are expected to be properly groomed for school and to wear the school uniform daily unless otherwise announced by the Administration.

The school uniform consists of regulation or solid blue pants, regulation or solid blue shorts, or regulation skirt and the regulation shirt (PE shirt or one with the navy blue collar and AIS logo). During cold weather all sweaters or cover-ups should be the regulation style. Solid color sweaters may be worn without any logo or insignia, with navy the preferred color. Shoes should be athletic style, closed-toe shoes which support the foot during a child's active day. Sandals, Crocs, soccer style cleats/studs and high-heeled shoes are not permitted.

Students who are not dressed according to the dress code might not be permitted to attend class. These students will be given the opportunity to: remove the non-uniform item, borrow clothes from unclaimed lost and found items, have the appropriate uniform clothing sent to

school, or purchase items from the uniform shop (we will happily extend the student credit and bill their parents).

Repeated violations of the dress code will result in disciplinary measures and possible suspension from school.

On out-of-uniform days or after school functions, clothing worn to school events should be in keeping with the academic environment of the school. Clothing should be modest and in good condition. Logos depicting inappropriate items and or language are not permitted. Short shorts or skirts and off the shoulder or skinny strapped tops are not permitted. If a student arrives at school wearing inappropriate clothing, the school will contact the parent to send an alternative outfit.

VIDEOS AND INSTRUCTIONAL ELECTRONIC COMMUNICATIONS MEDIA

Electronic communications media includes, but is not limited to movies, videos, disks, and tapes. Electronic communications media purchased by the school may be used in a school/classroom when it relates directly to a subject being studied, correlates with the curriculum guide, and serves to enhance and enrich student learning.

Videos must be used as instruction, not to fill in time. If videos other than those from our school collection will be used to extend a particular lesson, approval must be requested from one of the Principals. Lesson plans will also document the name of any video used and list objectives it will meet. Movies and videos may not be used solely to entertain or reward students.



VISITORS

All visitors are required to report to Reception upon arrival, and state the nature of their visit. All visitors will be required to sign in and wear a visitor's badge while on campus. Upon leaving the campus, they must sign out, and return the badge to the Security Guards.

Parents who would like to meet with a teacher or administrator on campus MUST make an appointment at least 24 hours in advance. Teachers and administrators are often too busy to interrupt the work of learning and teaching for unscheduled meetings.

No visitor is allowed to enter or attend a class without prior approval from administration.

The school administration reserves the right to add/alter sections to the Family handbook as deemed necessary during the school year.

Written notification of any changes to this handbook will be sent electronically.

LEARNER PROFILE (from www.ibo.org)

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

| | |
|---------------|---|
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

(Parts of this document itself are a modification of policies currently used at AISE West as well as in IB Schools around the world. We thank the Anaheim Union High School District, IBO News Item May 15-2003; George Mason University Honor Code; and Lexington High School Honor Code for the assistance their policies were able to provide our school)



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