AMERICAN INTERNATIONAL SCHOOL IN EGYPT

AIS Main Campus



STUDENT & FAMILY HANDBOOK

High School

an Esol Education school

AMERICAN INTERNATIONAL SCHOOL IN EGYPT — MAIN CAMPUS

HIGH SCHOOL STUDENT & FAMILY HANDBOOK

Welcome to the High School

Dear Students and Families,

Welcome to the High School at the American International School in Egypt — Main Campus.

High school is an important period of academic challenge, increasing independence, personal growth and preparation for life beyond school. Our goal is not simply to help students earn grades and qualifications, but to develop thoughtful, responsible and compassionate young adults who are prepared to contribute positively to their communities.

We encourage every student to take full advantage of the opportunities available at AISE: challenge yourself academically; build positive relationships with teachers and classmates; participate in activities, athletics, service and CAS experiences; seek help when you need it; and be willing to try something new.

Students are increasingly responsible for their own choices and learning during these four years. At the same time, education works best when students, families and school work in partnership. Our teachers, counselors, deans, administrators and support staff are here to help students navigate both successes and challenges.

This handbook explains the principal policies, expectations, procedures and opportunities associated with life in the AISE High School. Students and families are expected to become familiar with it and to seek clarification whenever something is unclear.

Connect. Empower. Lead.

Mike Wing
High School Principal

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QUICK REFERENCE

High School Office

School: American International School in Egypt — Main Campus
Location: Uptown Cairo, El Mokattam, Cairo, Egypt
Main School Telephone: 202-2618-8400
High School Office: 202-2618-8428
High School Office Email: hsoffice@aisegypt.com
School Website: https://www.aisegypt.com

High School Student Support Team

High School Principal: Mike Wing
Assistant Principals: Mohamed Allam, Rayesh Peswani
IB Coordinator: Amira Youssef
HS Learning Coach: Aliki Constantinou
Grade-Level Deans: Mounir Youssef, Ingy Bassioni, Mai Abdou, Khalid Dinawi
High School Counselors: Sally Elaraby, Caroline Young, Marium (Mary) Boulus
High School Office: Heba ElGergawy
Secondary Registrar: Susan Ghattas

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Who Should I Talk To?

Students are encouraged to solve problems at the most appropriate level and to ask for help early. The following information indicates who to contact if you have a need to resolve.

Concern about a class or teacher

1. Speak directly with the teacher.
2. Speak with your counselor or grade-level dean.
3. If unresolved, speak with an Assistant Principal or Principal.

Academic progress or difficulty

- Classroom teacher
- Grade-level Dean
- Counselor
- Assistant Principal

Course selection, schedule or graduation requirements

- Counselor
- Registrar
- IB Coordinator where applicable

University and career guidance

- Counselor
- University Guidance Counselor

Attendance or tardiness

- Class teacher
- High School Office/Registrar
- Grade-level Dean
- Assistant Principal

Social, emotional or personal concerns

- Counselor
- Grade-level Dean
- Trusted teacher
- Administrator

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Urgent safety or child-protection concern

- Counselor
- Administrator
- Designated Safeguarding/Child Protection Lead

Students should understand that adults will respect privacy wherever possible. However, information cannot remain confidential when there is a concern that a student or another person may be at risk of harm.

Activities, clubs, CAS, athletics or school travel

- Activity/Club Sponsor
- CAS Coordinator
- Athletics Department
- Grade-level Dean
- Assistant Principal

IB Diploma questions

- IB Coordinator
- Counselor

Technology

- Class teacher
- AIS IT Support

General concern about school procedures or policy

- Person directly responsible
- Grade-level Dean
- Assistant Principal
- High School Principal

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1. WHO WE ARE

1.1 ESOL Mission

Esol Education's mission is to provide outstanding education to students and excellent professional opportunities for educators in international communities, instilling the knowledge, skills, and character necessary for success in the 21st century.

1.2 AIS Mission

We empower every student to learn with joy, connect with compassion, and lead with purpose.

1.3 AIS Vision

A globally-minded, dynamic school where academic excellence and meaningful connections empower students to thrive, lead, and shape a better future. **AIS students make the world a better place.**

1.4 AIS-Main Motto

Connect. Empower. Lead.

1.5 Our Educational Philosophy

AISE provides a coeducational, English-language, college-preparatory program leading toward an American High School Diploma, with the International Baccalaureate Diploma Programme available to eligible students.

Our educational program seeks high standards of academic achievement alongside personal development, meaningful relationships, student wellbeing and responsible citizenship. Students are encouraged to develop independence, take responsibility for their learning and engage thoughtfully with multiple perspectives within a diverse international community.

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1.6 Portrait of a Graduate / Schoolwide Learning Commitments

At AIS, our **Portrait of a Graduate** is aligned with the IB Learner Profile and reflects the qualities we value and aim to develop in every student:

- **Inquirers** – curious, engaged, and motivated to learn.
- **Knowledgeable** – building knowledge and understanding.
- **Thinkers** – using critical and creative thinking.
- **Communicators** – expressing ideas clearly and listening to others.
- **Principled** – acting with integrity, honesty, and respect.
- **Open-Minded** – valuing different perspectives and cultures.
- **Caring** – showing empathy and contributing positively to others.
- **Courageous** – embracing challenges and taking thoughtful risks.
- **Balanced** – developing academic, physical, social, and emotional wellbeing.
- **Reflective** – learning from experiences, feedback, and challenges.

Learning Principles

Our learning environment is guided by six principles:

- **Belonging & Significance** – students feel valued, connected, and that they matter.
- **Relevance** – learning connects to students' lives, interests, and the wider world.
- **Engagement** – students are actively involved in meaningful learning.
- **Collaboration** – students learn with and from others.
- **Timely Feedback** – students receive feedback that supports progress and improvement.
- **Reflection** – students reflect on their learning and identify areas for growth.

Learning Beyond the Classroom

Students are encouraged to develop their interests, skills, and sense of community through:

- **Sports Teams** – including **soccer, basketball, and volleyball**, with opportunities for teamwork, competition, and school spirit.
- **CAS & Service** – meaningful opportunities to contribute and make a positive difference.

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- **Clubs & Activities** – opportunities to explore interests such as *National Honor Society, service organizations, Debate, performing arts, robotics, and Model UN.*
- **Trips & Experiential Learning** – opportunities to learn through travel, adventure, cultural experiences, competitions, service learning and community engagement.

1.7 Accreditation

Accreditation is a voluntary, external review process through which a school's mission, governance, curriculum, and overall educational quality are evaluated against a recognized set of professional standards. The American International School in Egypt (AIS) is accredited by the Middle States Association of Colleges and Schools (MSA-CESS), an internationally recognized accrediting body. Accreditation follows a multi-year cycle involving a comprehensive self-study, an on-site Visiting Team evaluation, and a Mid-Term Report at the cycle's midpoint. AIS submitted its Mid-Term Report on June 1, 2026, reaffirming its continued good standing as it works toward its next full self-study and site visit.

1.8 Partnership Between Students, Families and School

Student success is strongest when students, families and educators work together.

Students are expected to:

- Attend school consistently and arrive punctually.
- Take increasing responsibility for their own learning.
- Monitor academic progress regularly.
- Communicate respectfully and proactively with teachers.
- Complete work conscientiously and with academic integrity.
- Seek help when needed.
- Respect the rights, cultures and perspectives of others.
- Follow school policies and reasonable instructions from staff.
- Participate positively in the wider life of the school.
- Represent AISE responsibly on campus, online and during school-sponsored activities.

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Families are expected to:

- Support regular attendance and punctuality.
- Monitor their child's academic progress.
- Read school communications regularly.
- Encourage students to communicate directly with teachers and increasingly advocate for themselves.
- Communicate respectfully with faculty and staff.
- Schedule appointments and family travel outside school hours wherever possible.
- Inform the school promptly about significant absences or circumstances affecting learning.
- Support school policies and interventions.
- Maintain current emergency and contact information.

The School commits to:

- Provide a safe, caring and appropriately challenging learning environment.
- Maintain clear academic and behavioral expectations.
- Communicate concerns in a timely manner.
- Provide appropriate academic, social and emotional support.
- Treat students fairly and respectfully.
- Work collaboratively with families.
- Encourage student voice, independence, reflection and growth.

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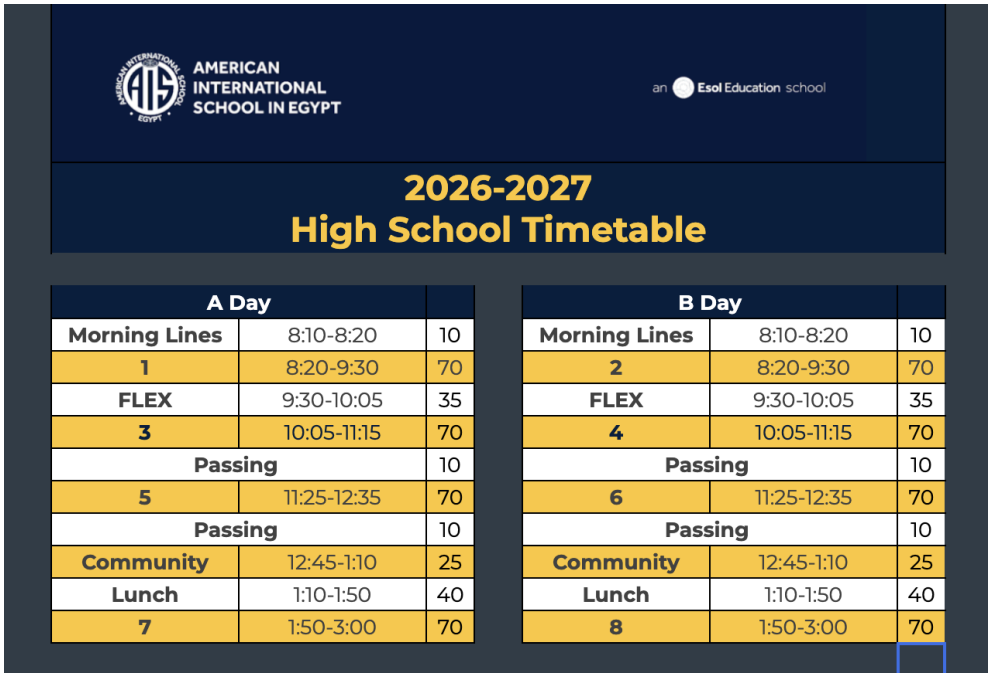
2. THE HIGH SCHOOL PROGRAM & STUDENT EXPERIENCE

2.1 The High School Program

AISE High School serves students in Grades 9–12 through an American standards-based college-preparatory program. Eligible students may also pursue the International Baccalaureate Diploma Programme during Grades 11 and 12.

Detailed course descriptions, prerequisites and graduation requirements are published separately in the **High School Course Catalog**.

2.2 The School Day



A Day		
Morning Lines	8:10-8:20	10
1	8:20-9:30	70
FLEX	9:30-10:05	35
3	10:05-11:15	70
Passing		10
5	11:25-12:35	70
Passing		10
Community	12:45-1:10	25
Lunch	1:10-1:50	40
7	1:50-3:00	70

B Day		
Morning Lines	8:10-8:20	10
2	8:20-9:30	70
FLEX	9:30-10:05	35
4	10:05-11:15	70
Passing		10
6	11:25-12:35	70
Passing		10
Community	12:45-1:10	25
Lunch	1:10-1:50	40
8	1:50-3:00	70

At AIS in Egypt, Main campus, students take 8 different courses. We follow a day A/B schedule, with four classes and a community period each day (according to the timings shown above). Students are expected to be on campus and ready for the beginning of the school day and to attend Morning Lines, all assigned classes, Community sessions / assemblies and any other required activities.

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2.3 Community Class

The community class follows a set curriculum coordinated by our Counselors and facilitated by teachers. It is focused on the ISCA Standards and so includes: a) Social and Emotional Learning; b) Academic guidance and monitoring of progress; c) post secondary planning and University applications guidance; and: d) Community building, and developing awareness of current affairs and global perspectives. It also provides regular opportunities for students to build relationships, receive important information, monitor progress, develop organizational and wellbeing skills, participate in grade-level programming and strengthen their sense of belonging.

Attendance at Community is required. Students who do not attend Community will receive a log entry and it will be treated as truancy.

2.4 Student Support

The High School operates a coordinated student-support model involving:

- Teachers
- Counselors
- Grade-level Deans
- Assistant Principals
- High School Principal
- IB Coordinator
- University Guidance
- Registrar
- Health/Clinic personnel

Students should seek help early. Asking for support is considered an important part of becoming a mature young adult, and an independent learner.

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2.5 Counseling

The High School Counseling Department supports students' mental health and social-emotional wellbeing, academic guidance and post secondary / university and career planning, transitions and personal development.

School Counseling Services:

Mental Health and Crisis Intervention: Counselors offer immediate assistance to students facing acute emotional distress, mental health challenges, or crises. The team evaluates student safety and requirements, delivers short-term support, and works in partnership with families, staff, and external specialists as necessary. When students are at risk, counselors strictly adhere to the school's safeguarding and emergency response protocols.

Social-Emotional Support: Counselors provide students with a safe, confidential space to discuss personal, social, emotional, and school-related concerns and provide short-term counseling and support.

Academic Guidance: Counselors support students with course selection, graduation planning, academic pathways, study skills, and monitoring progress toward graduation requirements.

University and Career Counseling: Counselors support students with post-secondary planning, university research and applications, career exploration, and understanding requirements for different pathways and destinations.

Student Advocacy and Support: Counselors advocate for students' academic and personal needs and collaborate with teachers, administrators, families, and appropriate support professionals when needed.

Transitions: Counselors support students as they transition into AIS, between grade levels, and toward graduation and post-secondary education.

Individual Student Support: Counselors meet with students individually and may provide support plans, referrals, check-ins, or coordination with outside professionals when additional or specialized support is appropriate.

Parent/Guardian Collaboration: Parents and guardians are encouraged to communicate with the Counseling Department when they have concerns about their child's academic progress, wellbeing, course planning, or transition.

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Confidentiality: Counseling conversations are treated with appropriate confidentiality. However, confidentiality may need to be limited when there is a concern about a student's safety or the safety of others, or when disclosure is otherwise required by school policy and safeguarding requirements.

Safeguarding: Counselors work within the school's safeguarding and child protection procedures. Concerns regarding a student's safety or wellbeing may need to be shared with the appropriate members of the school's safeguarding team.

Referral to External Support: When a student's needs extend beyond the scope of school-based counseling, the Counseling Department may recommend or facilitate referral to an appropriate external mental health, medical, educational, or specialist service.

Passive Consent Policy: Passive consent means that parents/guardians are informed about the counseling services available to their children and are assumed to grant permission unless they notify the school in writing that they do not consent. This approach allows counselors to respond promptly to student needs while maintaining transparency with families.

Counselor Caseloads

Each student is assigned a designated High School Counselor based on the school's current caseload structure. Students and families should contact their assigned counselor for academic planning, social-emotional support, university and career planning, and other counseling needs. Students may also be referred to another member of the Counseling Department when a particular area of expertise or support is appropriate.

Accessing Counseling

Students may request an appointment with their counselor directly, by email, or through the counselor's booking link. Students may also be referred by a parent/guardian, teacher, administrator, or another member of the school community. Counselors may also proactively reach out to students when a concern is identified

2.6 Student Leadership

Students are encouraged to participate in leadership opportunities including Student Council, National Honor Societies, clubs, service initiatives, athletics and other approved organizations.

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Leadership positions carry an expectation that students remain in appropriate academic, behavioral and attendance standing.

2.7 Activities and Athletics

AISE believes that participation beyond the classroom is an important component of a balanced high-school experience. Students are encouraged to participate in athletics, clubs, service, leadership, arts, academic competitions and other extracurricular opportunities.

Participation is a privilege and is linked to academic, behavioral and attendance standing.

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3. ACADEMIC PROGRAM, ASSESSMENT & REPORTING

3.1 Graduation Requirements

Students must successfully meet AISE requirements for the American High School Diploma as well as any applicable Ministry of Education requirements.

2026–27 AISE GRADUATION CREDIT REQUIREMENTS

English	4 credits
Math	4 credits
Science	3 credits
Social Studies	3 credits
Identity *Students who are required to take Arabic in accordance with Egyptian Ministry of Education regulations must enroll in Identity subjects each year.* These include: • Arabic Language & Literature and Religion • Arabic History, Social Studies, and Civics OR: World Languages Students with an approved *full* Arabic Exemption must complete four World Language credits, including at least two credits in the same language. Students with a full Arabic Exemption will complete four additional elective credits from any subject area in place of Identity courses.	 4 credits 4 credits ~~~~~~~~ 4 credits 4 credits
Fine Arts *(Visual Arts, Band, Choir, Music Technology, Theater, Creative Writing, Culinary Arts)*	1 credit
PE	1 credit
Electives	3-8 credits
CAS Hours (Creativity, Activity, Service)	Completion of CAS Portfolio

Expectations:

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- Students take 8 courses each year
- 8x4 = 32 credits maximum
- Minimum of **27** credits required to graduate

Important Note:

- These specific Graduation Requirements will be 'grandfathered in'. This means that this specific requirement will only apply to the class of 2030. Until that point we will *use a staggered approach*, supporting students to take 2 Arabic Identity classes from 26-27 onwards and so influencing the number of Arabic Identity credits they will earn by the year of their graduation. This number of Arabic Identity credits will therefore vary for the class of 2027, 2028 and 2029 until a consistent pattern of every student meeting these requirements can be met.

- Applying to all students (except full exemption students):
    - Class of 2027 - Arabic Identity credits earned: 1 for each year of G9-11 and 2 for G12 = 5 credits required with 3 extra electives earned elsewhere;
    - Class of 2028 - Arabic Identity credits earned 1 for each year of G9-10 and 2 for G11-12 = 6 credits required with 2 extra electives earned elsewhere;
    - Class of 2029 - Arabic Identity credits earned 1 for G9, and 2 for each of G10-12 = 7 credits required with 1 extra elective credit earned elsewhere;

3.2 Promotion

Promotion from one grade level to the next depends upon satisfactory academic progress and the accumulation of sufficient credits toward graduation. Promotion is also dependent upon attaining successful passing grades in the Ministry Arabic and Identity subjects examinations. Students who fall significantly behind in credits will be subject to academic review and may require summer school, credit recovery or an adjusted academic program.

3.3 Course Selection

Course selection is an important collaborative process involving the student, family, teachers and counselor.

Students should:

- Consider graduation requirements.
- Consider university/career aspirations.
- Consider destination countries and their many requirements
- Select an appropriately challenging but balanced program.
- Meet published prerequisites.
- Discuss advanced or IB course choices carefully with teachers and counselors.

Course requests are requests rather than guarantees. Final scheduling depends upon enrollment, staffing, prerequisites and timetable constraints.

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3.4 Course Changes

Schedule changes are permitted only under defined circumstances and within published deadlines.

AISE COURSE ADD/DROP DEADLINES AND PROCEDURES

Requests based solely upon teacher preference, friendship groups or preferred class periods will not normally be approved.

AIS Course Selection, Add/Drop, and Schedule Change Policy

Purpose

AIS is committed to ensuring that students are enrolled in courses that appropriately support their academic development, graduation requirements, future university pathways, and overall wellbeing. This policy establishes a clear and equitable process for course selection, add/drop requests, and schedule changes.

The purpose of this policy is to provide students and families with transparent expectations and timelines while ensuring that course changes are managed fairly and consistently across the school.

Initial Course Selection

Students and families will participate in the course selection and registration process according to the timelines communicated by the school. Students are expected to carefully consider their course selections with support from their counselor, teachers, and relevant academic/IB staff.

Students and families should consider:

- Graduation and credit requirements
- Prerequisites and appropriate course levels
- Academic strengths, interests, and areas for growth
- Future academic and university pathways
- IB Diploma Program requirements, where applicable
- Overall course balance and workload

Once schedules are finalized, students are expected to remain in their assigned courses unless a change is approved through the process outlined below.

Two-Week Add/Drop Period

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AIS will provide a **two-week course add/drop window at the beginning of the academic year**. During this period, students may request a course change to ensure that their placement is appropriate and aligned with their academic pathway and graduation requirements.

A course change is **not guaranteed** simply because a request is submitted. All requests will be reviewed based on:

- Academic appropriateness and course placement
- Graduation and credit requirements
- Prerequisites and sequence requirements
- Availability of space in the requested course
- Scheduling feasibility
- The student's overall academic program
- University or post-secondary pathway considerations
- IB Program requirements, where applicable

The two-week add/drop period is intended to allow students to correct or reconsider academic course placement. It is **not intended to accommodate requests based solely on teacher preference, friendship groups, preferred class periods, or requests for a particular schedule arrangement**.

3.5 International Baccalaureate Diploma Programme

AISE offers the International Baccalaureate (IB) Diploma Programme as an academic pathway for students entering Grades 11 and 12. The IB pathway is introduced to students and families during Grade 10, when students begin exploring the programme and make their pathway and course selections for Grade 11.

The IB Diploma Programme is academically rigorous and includes additional requirements, expectations, and assessment components beyond those of the AISE American High School Diploma. As part of the pathway selection and course placement process, AISE considers students' academic readiness and ability to meet the demands of the programme.

Students pursuing the IB Diploma are expected to meet the requirements of both AISE and the IB throughout Grades 11 and 12. These include:

1. **Programme and course requirements** – completing the required IB subjects and programme components at the appropriate levels.

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2. **IB Core requirements** – completing the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity and Service (CAS).
3. **Examinations and external assessment** – preparing for and completing IB examinations in accordance with IB requirements and regulations.
4. **Academic integrity and responsible conduct** – meeting AISE and IB expectations regarding academic honesty, appropriate use of sources and technology, and examination conduct.
5. **Deadlines and submission requirements** – meeting the deadlines established by AISE and the IB for Internal Assessments, coursework, examinations, and other required submissions.

AISE supports students and families throughout the Grade 10 orientation and pathway selection process by providing information about the IB Diploma Programme, its expectations, and the demands of the different course options. Students and families are encouraged to actively engage in these orientations, communications, and advising opportunities so they can make informed decisions about the pathway and courses that are most appropriate for the student.

Students and families enrolling in the IB Diploma Programme should also refer to the AISE IB Diploma Programme Policy Handbook, which provides more detailed information about the programme, course requirements, assessment, the IB Core, academic integrity, deadlines, and other expectations specific to IB students.

The IB Handbook should be read alongside the AISE High School Handbook and other relevant school policies and procedures. For additional information, resources, and updates related to the IB Diploma Programme, students and families can also visit the AISE IB Programme Website.

3.6 Assessment Philosophy

The principal purpose of assessment is to support and improve learning. Assessment is an ongoing process that helps students understand their progress, recognize areas for development and take purposeful next steps in their learning.

Assessment should:

- Measure achievement against clearly identified learning outcomes or standards.
- Students' performance should be evaluated using clear, consistent criteria linked directly to the intended knowledge, concepts and skills.

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- Provide students with useful feedback.
- Feedback should be timely, specific and constructive, helping students understand their strengths and how they can improve.
- Help teachers adjust instruction.

Assessment evidence should:

- Enable teachers to identify learning needs, address misconceptions and adapt teaching strategies, pace or support.
- Allow students multiple appropriate ways to demonstrate understanding.
- Where suitable, students should have varied opportunities, such as written, oral, practical or creative tasks, to show what they have learned.
- Be fair, transparent and appropriately challenging.
- Assessment expectations and criteria should be communicated clearly, applied consistently and designed to provide an appropriate level of challenge for all learners.
- Encourage reflection and student ownership of learning.
- Students should be supported in setting goals, evaluating their progress, responding to feedback and taking responsibility for improvement.

Academic achievement should reflect what a student knows, understands and can do. Grades should be based on demonstrated academic evidence aligned with learning outcomes, rather than behaviour, effort, attendance or other non-academic factors.

3.7 Grading

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International Baccalaureate Courses			American Diploma Courses		
%	Grade	Quality Points	%	Grade	Quality Points
98-100	A+	4.3	98-100	A+	4.3
88-97	A	4	93-97	A	4.0
85-87	A-	3.7	90-92	A-	3.7
82-84	B+	3.3	88-89	B+	3.3
78-81	B	3.0	83-87	B	3.0
75-77	B-	2.7	80-82	B-	2.7
72-74	C+	2.3	78-79	C+	2.3
68-71	C	2.0	73-77	C	2.0
65-67	C-	1.7	70-72	C-	1.7
62-64	D+	1.3	68-69	D+	1.3
58-61	D	1.0	63-67	D	1.0
55-57	D-	0.7	60-62	D-	0.7
Below 55	F	0	Below 60	F	0
Withdrew Pass	WP	0	Withdrew Pass	WP	0
Withdrew Fail	WF	0	Withdrew Fail	WF	0

Grade Weighting

The calculation of the year grade is as follows:

American Diploma
Semester 1 = 50%
Semester 2 = 50%

Each semester is divided into two quarters (terms). Each quarter is worth 50 percent of the semester grade. The grade book will have formative and summative categories. Formative assessments are worth 30%, and summative assessments are worth 70%.

3.8 Grade Point Average

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AISE GPA POLICY.

The policy should distinguish, where relevant:

- **Unweighted Cumulative GPA:** All courses at AIS are worth one credit and factor equally into the cumulative GPA. Each letter grade corresponds to specific quality points, which are totaled and divided by the number of credits earned that year. Because AIS offers full-year courses, the cumulative GPA is calculated only at the end of each academic year. A student's final cumulative GPA represents the overall average of all high school GPAs earned at AIS.
- **IB Grading Scale:** IB courses use a slightly different A–F grading scale than standard American Diploma courses to reflect the higher level of rigor in the IB curriculum. Since all AIS students, including IB Diploma students, receive an American High School Diploma, the A–F scale is used for report card grades and cumulative GPA. *The GPA is based on the student's overall coursework, including both formative and summative assessments.*
- **IB Predicted Grades:** IB Diploma students also receive predicted grades on the IB 1–7 scale. *Predicted grades are based on specific assessments used to measure the student's performance in the IB course.* At AIS, these include cumulative coursework, the May / June DP1 Mock Exams, and the September / October DP2 Mock Exams. Predicted grades are attached to the student's transcript and are used specifically for college and university applications.
- **Transfer-credit treatment:** Credits earned at previous schools will count toward AIS graduation requirements, but the previous GPA will not be included in the AIS GPA. When submitting official documentation to universities, AIS will always attach transcripts from previous schools alongside the official AIS transcript.
- **Transcript GPA:** The official cumulative GPA displayed on the student's permanent AIS academic record.Calculated once per year based on final letter grades converted to quality points across all completed AIS credits. Only courses taken at AIS are included in this calculation; prior school GPAs are listed separately on their original transcripts.

3.9 Reporting Student Progress

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PowerSchool is the main platform through which students and families monitor academic progress.

Students are expected to take responsibility for checking their attendance record and academic standing regularly rather than waiting until the end of a reporting period.

Formal reporting includes:

- Ongoing PowerSchool information
- Progress report emails (sent to students weekly and to parents every two weeks)
- Report cards
- Parent/Student/Teacher conferences
- Academic Review communication where applicable

3.10 Academic Monitoring and Academic Review

Academic Review is a **supportive intervention rather than a disciplinary consequence**.

The purpose is to identify students experiencing academic difficulty early, provide appropriate intervention and strengthen collaboration between students, families and the school.

Ongoing progress monitoring

Students identified with academic concerns receive regular progress communication.

The current High School system provides:

- Weekly progress communication to identified students.
- Biweekly progress communication to their families.

Mid-Term Academic Review

Once during each term, the Dean's Office conducts a formal academic review.

Students earning more than one failing grade at the point of review are required to meet individually with their Dean to:

- Review current academic standing.
- Identify barriers to success.

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- Establish goals.
- Identify appropriate interventions and support.

Parents may be included where appropriate.

End-of-Term Academic Review

At the conclusion of each term, Deans and Assistant Principals formally review student performance.

Students meeting Academic Review criteria are assigned an appropriate tier.

Tier 1

- Student meets with Grade-Level Dean.
- Academic concerns are reviewed.
- An improvement plan is established.

Tier 2

- Student and parent/guardian meet with the Grade-Level Dean.
- A collaborative intervention plan and expectations for improvement are established.

Tier 3

- Student and parent/guardian meet with an Assistant Principal.
- Significant academic concerns and next steps are reviewed.

When a student has one or more F's for the term, or have been identified by the Student Support Team, they are placed on Academic Review.

Any student who fails a core course will be required to make up that course. This may be required by the school at any time during the year or as a summer school requirement. Courses must be completed in the summer school timeframe provided.

*Please note that any 11th Grade Full IB student who receives an F or 2 D's in their 11th-grade year will have their status in the IB diploma reviewed. Please refer to the IB Policy document for further information.

Year-End Academic Review

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Students remaining at significant academic risk at the end of the year may be considered for:

- Summer school/Credit recovery
- Promotion/retention decisions
- Academic program adjustments
- Additional interventions

3.11 Summer School and Credit Recovery

Any student who fails a core course will be required to make up that course. This may be required by the school at any time during the year or as a summer school requirement. Courses must be completed in the summer school timeframe provided

Credit Recovery Policy

- **Student Responsibility:** AISE students are fully responsible for maintaining their academic progress and taking advantage of available support.
- **Failed Courses:** Students who receive an "F" in a core course must enroll in credit recovery to earn the graduation credit required for that subject. Credit recovery fees are the responsibility of the family and are billed separately from standard tuition. Failed elective courses do not require credit recovery; however, students must ensure they meet the total elective credit requirements for graduation.
- **Transcript & GPA Impact:** Credit recovery courses appear on the official transcript alongside the original grade. Both the initial "F" (or "WF") and the recovery course grade are factored into the cumulative GPA.

3.12 Standardized Testing

AIS uses standardized assessments to support learning, monitor growth and assist with university preparation.

These may include:

- NWEA MAP
- PSAT
- SAT
- IB examinations
- Other assessments determined by the school

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AIS uses a range of standardized assessments to support student learning, monitor academic growth, identify areas for support, and assist students with academic and university planning. Students are expected to participate seriously and appropriately in all required standardized assessments.

Standardized assessments may include:

- **NWEA MAP:** Used to monitor student academic growth and help identify areas of strength and opportunities for further support and development.
- **PSAT:** Provides students with an opportunity to become familiar with the format and expectations of the SAT and to develop skills relevant to college and university entrance testing. PSAT results can also help students and counselors identify areas for continued academic preparation.
- **SAT:** May be used as part of university admissions requirements, depending on the student's intended university, country, and chosen pathway. SAT results may also provide students with an additional measure of academic readiness for institutions that consider or require standardized test scores.
- **IB Examinations:** Assess student achievement in IB courses and contribute to the completion of the IB Diploma Programme and/or individual IB course certificates, in accordance with IB requirements.
- **Other Assessments:** The school may administer additional assessments as appropriate to support student learning, academic planning, or university preparation/application.

3.13 Academic Recognition

Academic excellence in High School is recognized and encouraged through the Honor Roll. High Honors and Honors students will be recognized at the end of the year for their academic achievements.

The Honor Roll is compiled at the close of the second semester using a student’s grades earned across the whole year. Students who have earned A's and B's in all their classes will earn an **Honors Award** and students who have earned all A's in their classes earn the **High Honors Award**.

To graduate with Honors as a senior, a cumulative GPA of 3.6 or above must be earned.

Note: Only grades earned at AISE are used in determining GPA.

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4. ATTENDANCE, PUNCTUALITY & THE SCHOOL DAY

4.1 Philosophy

Regular attendance is essential to academic success.

Learning cannot always be recreated through completing assignments independently. Classroom discussion, laboratories, collaboration, teacher feedback and other learning experiences require students to be present.

Students and families should therefore make every reasonable effort to minimize absence.

4.2 Attendance Requirement

Students are expected to attend all scheduled classes and required school activities.

4.3 Reporting an Absence

Parents/guardians must notify the High School Office (hsoffice@aisegypt.com) when a student will be absent.

Supporting documentation should be supplied where required within 48 hours of return to school. If documents are not provided within this timeframe, students' attendance records will be reflected as an unexcused absence, where the student will be unable to make up any missing tasks and/ or graded work.

4.4 Excused Absences

Excused absences require documentation; these absences may include:

- Documented illness or injury
- Serious medical circumstances
- Medical/dental appointments that *cannot* reasonably occur outside school hours
- Bereavement
- Official visa/passport appointments

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- Pre-approved national/federation sporting obligations
- Other exceptional circumstances approved by administration

4.5 Unexcused Absences

Family vacations, extensions to school holidays and absence undertaken for convenience will normally be considered unexcused unless justifiable exceptional reasons apply which are specifically approved by administration within 48 hours from the day(s) of absence..

Students remain responsible for the academic consequences of missed learning.

4.6 School-Sponsored Absence

Students participating in approved school trips, competitions, athletics or other official activities are considered to be participating in school.

Students remain responsible for communicating with teachers and completing missed academic work.

4.7 Prolonged or Planned Absence

Families should communicate anticipated prolonged absences to the High School Office as early as possible.

Teachers cannot be expected to reproduce the learning experience of classes missed through optional family travel.

4.8 Early Dismissal

AISE operates a closed-campus model during the school day.

Students may not leave campus without authorization.

Parents requesting an early dismissal must follow the school's established verification process.

For dismissals **before 1:00 p.m.**, a parent or guardian must submit the online **Early Dismissal Request Form**.

The form is available through:

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- **High School Central**
- **Direct link to the form**

The form may be submitted using any email address. However, a confirmation email will be sent to **ALL parent or guardian email addresses recorded in the school's system**. The request will not be processed or approved until a parent or guardian clicks the confirmation link in that email.

Dismissals Between 1:00 p.m. and 3:00 p.m.

If a student needs to leave campus between **1:00 p.m. and 3:00 p.m.**, a parent or guardian *must come to the High School Office and pick up the student in person*. The online request form will be closed during this time period.

Student Release Procedure

On the day of an approved early dismissal:

1. The student must continue attending their regularly scheduled classes until the approved dismissal time.
2. At the approved time, the student will receive an email hall pass, and the student's teacher will receive an email authorizing the release.
3. The student may not leave class until the teacher has formally released them.
4. Once released, the student must report directly to the High School Office.
5. The High School Office will issue the student a printed dismissal pass containing a QR code.

Campus Exit Requirement

The student must exit campus within **15 minutes** of receiving the printed dismissal pass.

If the student does not leave within this 15-minute window, the pass will expire. The student must return to the High School Office and follow the instructions provided by office staff.

Students may not leave campus without completing this process, even if a parent or guardian has submitted a request. Submission of a request does not constitute approval, and students must remain in class until formally released.

4.9 Attendance Record Corrections

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Students have **one school week** to request review of a suspected attendance-record error.

Students are encouraged to monitor their attendance record regularly and communicate with their teachers should there be any discrepancies.

4.10 Tardiness

A student is tardy when they enter the classroom after the official class time.

Students arriving tardy within 10 minutes of class start time will be marked as tardy by their class teacher.

If a student arrives more than 10 minutes after class begins, they must obtain a tardy slip from a tardy station (located at various table points around the HS corridors). With their tardy pass in hand, the student must go immediately to class and submit the pass to the teacher.

4.11 Weekly Tardy Review

The Dean's Office reviews tardiness weekly.

A student is identified for Tardy Recovery when either

- The student accumulates **more than four tardies in one week**; or
- The student accumulates **more than three tardies and more than 30 cumulative minutes of missed instructional time during that week**.

Parent communication will be made when a pattern of tardiness is recognized and persistently tardy students may end up losing their personal time or their particular grade-level privileges.

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5. STUDENT WELLBEING, BEHAVIOR & COMMUNITY EXPECTATIONS

5.1 Philosophy of Student Conduct

Every AISE student has a right to:

- Learn without unreasonable disruption.
- Feel physically and emotionally safe.
- Be treated with dignity and respect.
- Have personal property respected.
- Seek support from trusted adults.

With these rights come responsibilities.

Discipline at AISE should help students understand choices, accept responsibility, repair harm where appropriate, and make better decisions in the future.

Consequences are therefore intended to protect the community, maintain appropriate standards, and support student growth.

5.2 Scope of the Code of Conduct

School expectations apply:

- On campus.
- On school transportation.
- During school-sponsored activities.
- During field trips and travel.
- At athletics and competitions.
- When representing AIS.
- In online activity when that activity substantially affects the safety, well-being, or learning environment of members of the school community.

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5.3 General Student Expectations

Students are expected to:

- Treat others respectfully.
- Follow staff instructions.
- Arrive prepared and on time.
- Respect property.
- Use appropriate language.
- Maintain appropriate physical boundaries.
- Behave safely.
- Follow uniform expectations.
- Use technology responsibly.
- Act honestly.
- Respect cultural differences.
- Help maintain a clean and welcoming campus.
- Avoid conduct that disrupts learning or harms others.

5.4 Responding to Behavioral Incidents

When a concern is reported, the school will normally:

1. Establish the facts.
2. Speak with relevant students and witnesses.
3. Review available evidence.
4. Consider context and previous concerns where relevant.
5. Determine an appropriate response.
6. Communicate significant incidents to parents/guardians.
7. Document significant concerns.
8. Provide appropriate support and follow-up.

Students are expected to be truthful and cooperative during investigations.

5.5 Minor Behavioral Infractions

Minor infractions may include:

- Repeated lateness.
- Uniform violations.
- Inappropriate language.
- Disrespectful behavior.

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- Littering.
- Misuse of electronic devices.
- Minor bus misconduct.
- Failure to follow instructions.
- Being in unauthorized areas.
- Other low-level conduct inconsistent with school expectations.

Repeated minor infractions may become a major behavioral concern.

5.6 Major Behavioral Infractions

Major violations may include:

- Fighting or serious physical aggression.
- Bullying, harassment, or intimidation.
- Theft.
- Truancy, or missing class time without appropriate communication.
- Vandalism.
- Serious dishonesty.
- Significant academic misconduct.
- Possession or use of alcohol, illegal drugs, or prohibited substances.
- Smoking or vaping.
- Possession of dangerous weapons.
- Tampering with safety equipment.
- Serious misuse of technology.
- Sexual behavior on campus or during school-sponsored activities.
- Serious threats to another person.
- Repeated or deliberate violation of school rules.
- Other behavior that creates a significant safety or community concern.

Major incidents may result in Behavior Probation, suspension, discontinuation of enrollment, or expulsion depending upon seriousness and circumstances.

5.7 Behavior Probation

Behavior Probation provides a structured system for responding to patterns or significant incidents of inappropriate conduct. The High School uses graduated levels:

Tier 1

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When a student receives any of the following they will be placed on Behavior Probation Tier 1:

- 10 or more referrals from three or more teachers
- Two in-school suspensions (ISS)
- One out-of-school-suspension (OSS)

Tier 2/3

If a student continues to have major and minor offenses, s/he will continue on Tier 1 or be elevated to Tier 2. Parents will be brought in for a meeting with the Leadership Team, and if the student continues to fail to meet behavior expectations, the behavior probation level may be raised to Tier 3 (please see table below for Tier Information).

Removal from Behavior Probation is contingent upon a behavior review by the Leadership Team. All decisions regarding probation are at the discretion of the High School Leadership Team.

Behavior Probation may affect the following:

- Extracurricular participation
- Athletics
- Leadership roles
- Local field trips
- International travel
- Other privileges

5.8 Suspension

Serious misconduct may result in in-school or out-of-school suspension.

The school will communicate the reason, duration, and conditions of suspension to the student and family.

A return-to-school meeting and/or behavioral agreement may be required.

Students will have excused absences and will be allowed to submit missed work, but will not be eligible to receive academic feedback, guidance or support during the period of suspension.

5.9 Academic Integrity

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AISE expects students to act honestly and submit work that authentically demonstrates their own learning.

Academic misconduct includes, but is not limited to:

- Plagiarism.
- Copying.
- Providing work for another student to copy.
- Unauthorized collaboration.
- Cheating during an assessment.
- Fabricating information or sources.
- Submitting another person's work as one's own.
- Unauthorized use of AI.
- Using translation, calculation, or technological tools when prohibited.
- Reusing previously assessed work without authorization.
- Failure to reference or appropriately acknowledge any source or evidence used in developing one’s ideas or arguments for any assignment, whether written or orally presented.

Consequences should be educational but appropriately serious and may increase for repeated violations.

Academic Integrity

Students Demonstrating Academic Integrity:

1. Adhere to assessment protocol and complete assessments without assistance.
2. Know it is wrong to intentionally or unintentionally copy or paraphrase another person’s work, homework, ideas or words without clear and appropriate citation (adapted from IB)
3. Guard their own work against the cheating efforts of others.
4. Complete their own work and can provide proof that the work is original.
5. Submit original work only once and always cite their work from previous classes
6. Take ownership of their reputation and take intentional steps to demonstrate and promote academic integrity.
7. Keep information about exams, tests and quizzes to themselves
8. Report incidents of academic misconduct
9. Demonstrate respect of personal, political and/or spiritual values and beliefs in all work they produce and submit
10. Conduct themselves in a way that is above reproach (or appearance of lack of integrity)

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11. Give credit to all sources used and submit work with verifiable data and citations.
12. Communicate honestly.

In cases of suspected violations of Academic Integrity:

1. The teacher gathers the evidence of the suspected violation
2. The teacher convenes with the student to gain a deeper understanding of the matter at hand, affording the student an opportunity to substantiate their ownership of the work in question.
3. In the event of a substantiated breach of academic integrity, the teacher will proceed to formally document the infraction within PowerSchool.
4. Deans follow up with the teacher and student
5. Accountability steps are applied

Accountability steps taken for students not demonstrating academic integrity:

First Offense (Managed by Teacher)

- The teacher teaches the student about Academic Integrity (specific to the concern) and asks the student to redo the work.
- The teacher enters a Powerschool Log entry to record the concern

Second Offense (Managed by Dean)

- PowerSchool Log-Entry
- Academic integrity violation notification sent to parents
- Before other classwork is graded, the student is required to redo the assignment in question. Feedback will be provided by the teacher however work will be documented as a zero.

Third Offense (Managed by Dean and Assistant Principal or Principal)

- Powerschool Log-Entry
- Student placed on behavior probation
- Out-of-school suspension, likely it will need to be reported to universities
- Mandatory face-to-face parent meeting
- IB students will be removed from program

Subsequent Offenses (Managed by Discipline Review Committee)

- All subsequent offense consequences can result in a possible expulsion from AISE

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5.10 Generative Artificial Intelligence

AIS recognizes that generative AI can support learning when used appropriately.

Students must:

- Follow the teacher's instructions concerning permitted AI use.
- Never assume AI is permitted simply because a tool is available.
- Acknowledge AI assistance when used.
- Verify AI-generated information.
- Remain responsible for the accuracy and integrity of submitted work.
- Never use AI to misrepresent another person's work as their own.

Where AI use is prohibited, unauthorized use may constitute academic misconduct.

IB students must additionally follow current IB regulations concerning artificial intelligence and academic integrity.

5.11 Bullying, Harassment and Cyberbullying

AIS is committed to maintaining a safe, respectful, inclusive, and supportive learning environment in which all members of our community feel valued and protected. Bullying, harassment, intimidation, and cyberbullying are not tolerated and may have significant emotional, social, and academic impacts.

Definition

Bullying is behavior that may involve a real or perceived imbalance of power and may be repeated or ongoing. It may include behavior intended to intimidate, threaten, humiliate, isolate, exclude, or harm another person.

Bullying and harassment may be physical, verbal, non-verbal, social, or electronic. A single serious incident may also require intervention under this policy.

Examples may include:

- **Verbal:** name-calling, insults, teasing, threats, or spreading rumors.
- **Physical:** hitting, pushing, kicking, spitting, or other aggressive physical behavior.

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- **Social/relational:** intentionally excluding, isolating, humiliating, or encouraging others to exclude someone.
- **Property:** taking, damaging, or interfering with another person's belongings or schoolwork without permission.
- **Online/cyberbullying:** using messages, social media, images, gaming platforms, or other digital communication to harass, threaten, humiliate, or spread harmful information about another person.
- **Discriminatory or identity-based:** targeting someone because of their race, nationality, culture, language, religion, disability, appearance, gender, or other personal characteristic.
- **Harassment and Inappropriate Conduct:** Unwanted comments, gestures, physical contact, images, or other conduct of an intimate nature that makes another person uncomfortable or creates an unsafe or hostile environment.

Reporting Concerns

Students are encouraged to report concerns as soon as possible to a counselor, dean, teacher, Assistant Principal, Principal, or another trusted adult.

Students may report concerns involving themselves or another member of the community. Parents and families are also encouraged to communicate with the school when they have concerns about bullying, harassment, cyberbullying, or a student's wellbeing or sense of safety.

Students are not expected to manage bullying or harassment on their own. When it is safe and appropriate, students may communicate that a behavior is unwanted and ask for it to stop; however, they should seek adult support whenever they feel uncomfortable, unsafe, or unable to address the situation themselves.

School Response

When a concern is reported, the school will respond promptly and take appropriate steps to understand what has occurred and support the students involved.

Depending on the circumstances, the school may:

1. Speak individually with the students involved and relevant witnesses.
2. Review available information or documentation, including digital information when appropriate.

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3. Provide appropriate support and safety measures to students affected.
4. Give each student an opportunity to share their perspective.
5. Communicate with parents/guardians when appropriate.
6. Develop follow-up, restorative, counseling, behavioral, or safety supports as needed.
7. Apply appropriate disciplinary consequences when a policy violation is established.

The response will consider the nature, severity, frequency, impact, context, and circumstances of the behavior, as well as the student's age and developmental needs.

Off-Campus and Online Behavior

Behavior that occurs outside of school or through digital platforms may be addressed by AIS when it has a significant impact on the safety, wellbeing, relationships, or learning environment of members of the AIS community.

Students are expected to ensure that off-campus conflicts do not carry over into school in ways that threaten safety or disrupt the learning environment.

Retaliation and Victimization

Retaliation against anyone who reports a concern, participates in an investigation, or supports another student is not tolerated.

Students are encouraged to report concerns honestly and in good faith. Deliberately making a false report or intentionally providing false information may result in appropriate school consequences.

Confidentiality

The school will handle reports sensitively and will respect student privacy as much as possible. However, complete confidentiality cannot always be guaranteed, as information may need to be shared with relevant staff, parents/guardians, or others when necessary to investigate a concern, provide support, protect a student or member of the community, or meet legal or school safeguarding responsibilities.

Prevention and Education

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AIS works proactively to prevent bullying and harassment through age-appropriate education, counseling, community-building, social-emotional learning, and the development of respectful relationships.

All members of the AIS community share responsibility for creating an environment where differences are respected, concerns can be reported safely, and students feel supported in seeking help.

Our goal is not only to respond to incidents, but also to help students develop empathy, respect, accountability, healthy communication, and the skills needed to build safe and positive relationships.

5.12 Substance Use, Smoking and Vaping

Possession, use, distribution, or facilitation of illegal drugs, alcohol, tobacco, nicotine products, vaping products, or other prohibited substances is not permitted on campus or during school-sponsored activities. Such conduct is considered a major behavioral concern and may result in serious disciplinary consequences.

5.13 Personal Relationships and Appropriate Conduct

Students are expected to maintain behavior appropriate to a school environment and respectful of the cultural context of AISE.

AISE is a diverse international school community in Egypt, bringing together students and families from many cultural, ethnic, and religious backgrounds. We recognize that friendships and romantic feelings are a natural part of adolescence. Students are expected to express these relationships in ways that are respectful, age-appropriate, and mindful of our local cultural context.

Public displays of affection on campus, school transportation, and at school-sponsored events should remain appropriate for a school setting. Students should refrain from kissing, intimate or prolonged physical contact, and other behavior that may make others uncomfortable.

Our goal is to support students in developing healthy relationships while respecting personal boundaries and the diverse values of our school community.

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6. TECHNOLOGY & DIGITAL CITIZENSHIP

6.1 Student Devices

Students must bring an approved, charged learning device to school each day.

Students are responsible for maintaining their own device and charger and ensuring that the device is ready for learning.

6.2 Responsible Technology Use

Students must:

- Use school technology primarily for educational purposes.
- Protect passwords and accounts.
- Respect privacy.
- Respect intellectual property.
- Avoid unauthorized access to accounts, networks or files.
- Never create, upload or distribute malicious software.
- Never photograph or record another person without appropriate permission.
- Avoid inappropriate or illegal content.
- Report significant online safety concerns.

6.3 Mobile Phones, Smartwatches and Personal Devices

The High School is a **phone-free environment from 8:00 a.m. to 3:00 p.m.**

Students may bring phones to school; however, phones must be switched off or silenced and kept inside the student's bag from **8:00 a.m. until 3:00 p.m.**

Teacher-Authorized Use

A teacher may authorize the use of a phone or another personal electronic device for a specific educational purpose. Such use must take place with the teacher's permission and under their supervision. Teacher authorization for one activity does not permit the student to use the device at other times.

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Phones may not be used during:

- Classes
- Passing periods
- Flex periods
- Lunch
- Visits to bathrooms or changing rooms
- Any other part of the school day

Students may use their phones after 3:00 p.m., including during after-school activities, provided their use does not interfere with the activity or contradict instructions given by the supervising adult.

Photography and Recording

Students may not photograph, video-record, or audio-record any person, activity, conversation, document, or location on campus unless they have received explicit permission from a teacher or administrator for a school-related purpose.

Unauthorized photography or recording is prohibited throughout the school campus, including in classrooms, hallways, offices, bathrooms, changing rooms, and outdoor areas.

Such conduct is considered a major behavioral concern and may result in serious disciplinary consequences.

Purchasing Food and Student Identification

Students may not use their phones to purchase food or make payments during the school day. *Students must use their physical school ID for all school purchases.*

Students are required to carry their school ID with them at all times while on campus.

Smartwatches, Headphones, and Earbuds

Smartwatches, headphones, earbuds, and similar personal electronic devices may not be worn or accessed during assessments. These items must be removed and stored in the student's bag before an assessment begins.

Teachers may provide additional instructions regarding the storage of electronic devices during an assessment.

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Emergency Communication

Parents and guardians who need to contact a student urgently during the school day must call the **High School Office**.

The High School Office will arrange for the student to speak with the parent or guardian. If a student needs to contact a parent or guardian urgently during class time, the student must first obtain the teacher's permission before reporting to the High School Office. Otherwise, the student should visit the office during passing time, Flex, Lunch, or another designated free period.

Students will not normally be removed from an assessment to receive or make a call. The office will assist once the assessment has ended unless the situation requires immediate intervention.

Progressive Consequences for misuse of such devices:

First Infraction

- The student receives a warning.
- The device is confiscated by a teacher, dean, counselor, or administrator.
- The device is returned to the student at the end of the school day.

Second Infraction

- The device is confiscated and returned to the student at the end of the school day.
- A follow-up email is sent to the student with the Personal Electronic Devices Policy as a reminder.

Third Infraction

- The device is confiscated and returned to the student at the end of the school day.
- A follow-up email is sent to the student's parent or guardian.
- The email will explain that this is the student's third infraction and that another infraction will result in the student being required to surrender the device daily for one school week.

Fourth and Subsequent Infractions

- The student must surrender the device each morning at **8:00 a.m.** for one full school week.
- The device may be collected at **3:00 p.m.** each day.

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- Each subsequent infraction may result in an additional week period of daily device surrender. For example: the fourth time the phone is confiscated may result in two weeks of daily surrendering of their device etc.

For the purposes of this policy, misuse of a smartwatch, earbuds, headphones, or another personal electronic device may be treated in the same manner as misuse of a phone.

6.4 Digital Citizenship

Students are expected to demonstrate the same respect, integrity, and responsibility online that they demonstrate in person.

Digital conduct that harms members of the school community falls under the school's Code of Conduct even when it originates away from campus.

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7. ACTIVITIES, ATHLETICS, CAS & SCHOOL-SPONSORED TRAVEL

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7.1 Philosophy

Participation in extracurricular activities, athletic teams, tournaments, CAS experiences, and school-sponsored travel is a privilege that carries academic, behavioral, and attendance expectations. This policy encourages students to remain in good standing while providing opportunities for growth, service, and engagement beyond the classroom.

7.2 CAS

To ensure students remain on track with their CAS requirements, the Dean's Office and CAS coordinators will conduct a formal CAS completion review at the beginning of Term 3 (T3). The purpose of this review is to:

- Identify students who are behind in their CAS requirements;
- Provide students with sufficient time to address deficiencies; and
- Support students in completing outstanding CAS experiences, reflections, and evidence before final deadlines.

Students are responsible for ensuring that their CAS documentation and requirements are kept up to date throughout the year.

7.3 Participation Eligibility

In order to participate in the School’s Experiential Learning programs (CAS or Athletics) students must remain in appropriate academic, behavioral and attendance standing.

International Travel Eligibility

Students are eligible to participate in international trips, tournaments, competitions, and extracurricular activities provided they are in good standing, or are placed on:

- Academic Review (AR) Tier 1, and/or

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- Behavior Probation (BP) Tier 1.

Students on a more serious tier than those listed above are not eligible for international travel.

Local Travel Eligibility

Students are eligible to participate in local trips, tournaments, competitions, and extracurricular activities if they are in good standing, or are placed on:

- Academic Review (AR) Tier 2, and/or
- Behavior Probation (BP) Tier 1.

Students on a more serious tier than those listed above are not eligible for local trips. Students in these categories are not eligible for international travel opportunities. Students who exceed the thresholds above may be deemed ineligible for extracurricular activities and travel opportunities entirely, until sufficient progress has been demonstrated.

The Dean's Office will coordinate closely with the Athletics Office on eligibility determinations, particularly for students whose standing is close to a threshold.

7.4 Attendance and Eligibility

Regular school attendance is expected of all students participating in extracurricular activities and school-sponsored travel. Students who accumulate 15% or more absences — at the time of review and at the time of the trip — may become ineligible to participate. Eligibility for students exceeding the attendance threshold will be determined by the Dean's Office and may be subject to additional conditions or intervention plans.

7.5 Approvals

Approval

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Students are approved for trips if they meet all eligibility requirements at the time of registration, or who clearly fall within the criteria outlined in this policy. These students may register immediately for extracurricular activities, trips, tournaments, and athletic opportunities.

Conditional Approval

Conditional Approval is reserved for students who do not currently meet the eligibility requirements but have an opportunity to improve their standing. Students on Conditional Approval may be considered for participation if they decrease their AR or BP tier, and/or improve their attendance to an acceptable level, by the end of Semester 1 (S1) or another deadline set by the Dean's Office.

Conditional Approval applies to local trips, international trips, sports tournaments, athletic travel opportunities, and all other extracurricular travel experiences. Students given Conditional Approval are not guaranteed to participate and are subject to administrative approval. If the conditions of their approval, outlined in the "Conditional Approval Agreement" signed by the student/parents are not met, student will not be allowed to participate.

The Dean's Office reserves the right to review individual circumstances and make exceptions, impose additional conditions, or determine eligibility in situations not specifically addressed by this policy. Participation in extracurricular activities and school-sponsored travel is a privilege and may be limited or withdrawn when a student's academic performance, behavior, attendance, or overall standing becomes a significant concern.

7.6 Financial Responsibility

Students and parents should carefully consider participation commitments before registering for any trip, tournament, competition, or extracurricular activity. In the event that a student becomes ineligible under this policy, fails to meet the conditions of a waiver, breaches agreed-upon conditions, withdraws from the activity, or is unable to participate for reasons related to academic standing, behavior, or attendance, the school cannot guarantee a refund of any payments made.

Where refunds may be permissible, please note that any non-refundable expenses incurred by the school, including transportation, accommodation, registration fees, and deposits paid to trip operators are unrecoverable, with these costs borne in full by the student and family.

7.7 Field Trips

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School rules continue to apply during all field trips and school-sponsored travel.

Students are expected to:

- Follow staff instructions.
- Meet punctuality expectations.
- Behave respectfully.
- Remain with assigned groups.
- Observe curfews during overnight travel.
- Follow rooming and supervision requirements.
- Attend school and required meetings appropriately before and following trips.
- Follow up with their parents / guardians to complete required waivers, permission forms and provide all pertinent medical documentation.

Serious misconduct during travel may result in a student being returned home at the family's expense.

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8. GENERAL SCHOOL POLICIES & PROCEDURES

8.1 Communication Between Home and School

AIS values timely and respectful communication between students, families, and the school.

Official school communication may include:

- Email
- PowerSchool
- High School Highlights communications / school newsletters
- High School Central portal
- School website
- Direct telephone communication

Students and families are expected to monitor official communications regularly.

8.2 Parent Communication With Teachers

Parents are encouraged to contact the relevant teacher first when concerns relate directly to a course.

If a concern remains unresolved, the family may contact their relevant School Counselor, grade-level Dean, Head of Department or administrator as appropriate.

8.3 Student ID Cards

Students must carry/use their AIS identification card according to school expectations.

ID cards may be required for:

- Campus access
- Attendance/tardy systems
- Early dismissal
- Canteen purchases
- School services

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- Other security purposes

Families must purchase a student ID card. Families need to connect their student's ID card to the Spare App, so that it can be used to make payments.

8.4 Uniform and Appearance

Students are expected to wear the approved AISE uniform and maintain an appearance appropriate to the school environment.

Dress Code: the AISE Uniform Policy

All AISE students are expected to be properly groomed for school and to wear the school uniform daily unless otherwise announced by the High School office. Themed days are not dress-down days; students are expected to be in themed apparel or the proper school uniform.

The school uniform must be worn at all times and consists of:

- Navy blue pants, skirts or shorts
- Skirts or shorts worn by students must extend beyond the length of the student's fingertips when arms are resting at their sides.
- Official AIS school uniform polo shirt (Grade 12 students may wear either the standard white AIS polo shirt or the official, approved Grade 12 senior polo shirt).
- Shoes that have fully closed toes

*The cover-up used for cold weather will be either the official outerwear cover-up that is available at the school store or the official class cover-up approved by the Leadership Team. An official AISE polo shirt must be worn underneath.

On PE days, the PE uniform consists of:

- Navy blue shorts or warm-up pants.
- AIS school PE shirt.

Students deemed to not meet AISE dress expectations will not be allowed to attend class until they have the proper uniform. Absences due to improper dress will be unexcused. The appropriateness of the school uniform and the right to request a uniform change is at the discretion of the HS leadership team and Deans.

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Repeatedly not meeting the AISE dress code expectations may result in loss of dress-down privilege and parent involvement. The leadership team reserves final judgment on all clothing that might detract from AIS beliefs.

Uniform Purchase:

School uniforms can be purchased online or in-store.

In-Store Purchases

Kamy Cotton
Heliopolis Store

- Address: 15 Almaza Street from Elthawra Street, Golf Area, Heliopolis.
- Working Hours from 9 a.m. until 5 p.m.
- Phone: 02 241 840 02
- Mobile: 011 535 908 53

New Cairo Store

- Address: 5th Settlement, New Cairo, Seven Stars Mall, 2nd Floor, Store Number 13.
- Working Hours from 10 a.m. until 10 p.m.
- Mobile: 010 994 819 13 - 011 129 272 03 - 010 600 003 93

Bella Donna
New Cairo Store

- Address: Suez Desert Road, New Cairo, Mirage Mall, 1st Floor, Store Number 64/65.
- Working Hours from 9 a.m. until 5 p.m.
- Mobile: 011 569 427 35

Sheikh Zayed Store

- Address: Zayed Dunes Project, Sheikh Zayed District 6, 3rd Neighborhood, In front of AIS West Campus, Building A.
- Working Hours from 9 a.m. until 4 p.m.
- Mobile: 011 197 372 22 - 010 703 822 33

Online Purchases

Kamy Cotton - Online Link
Bella Donna - Online Link

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Dress Down Days

Dress during these days must reflect a decorum appropriate to learning as understood by the norms and expectations of the AISE community.

Clothing with logos depicting drugs, alcohol or inappropriate language is not permitted. Take caution not to invite disrespect and/or undesirable character images. Additionally, ripped clothing such as jeans is unacceptable. Shorts/skirts must go below the "finger-length" of the students hands when arms are resting at their sides and tops must completely cover the midriff region. Tank tops and/or spaghetti strapped shirts are not permitted. Acceptability of low-cut shirts will be at the discretion of the leadership team. Sheer or see-through clothing is not permitted.

Senior Uniform Exceptions

Seniors may wear their special uniform polo shirt and jacket, approved by the Leadership Team and may attend school out of uniform on Thursdays. Juniors must submit this shirt and jacket design for approval in the spring semester before their senior year. The uniform polo shirt must display the **AISE** logo on the left of the shirt and must be worn with official school dress pants, skirts or shorts.

Senior accommodations can be revoked, either at the individual level or class-wide, at the discretion of the Leadership Team, for reasons pertaining to dress or behavior.

8.5 Food and Canteen Services

Various canteen services are available to students to purchase food items. Students can use their school ID card (linked to their Spare card) to purchase food items. These canteen areas are off-limits to students except during Flex and lunch times or unless they have permission to enter those areas.

If students participate in after-school activities, it is advisable for them to bring additional food items. Purchasing food is not an excuse to be tardy. The cafe and canteen will stop serving students 15 minutes before the end of the Flex / Lunch break.

Please note that caffeinated drinks such as coffee may only be served to senior students as part of a Grade 12 privilege.

Students are responsible for disposing of food and waste appropriately and maintaining clean shared spaces.

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8.6 Personal Belongings

Students are responsible for looking after their belongings. High School Students do not have access to lockers on campus (except for use with PE classes or during the after school Athletics program). Students are advised never to bring large amounts of cash or valuables to school. The school cannot assume responsibility for the loss or damage of valuable personal property unnecessarily brought to campus.

8.7 Lost and Found

Lost property should be taken to the designated Lost and Found area. Students who find lost items should hand them in to the HS Office. They will then be passed on to the Lost & Found area at the KG reception on the Ground Floor level. Students who lose items can check at the HS Office or claim their belongings during Flex, lunch, and/or afterschool in the main KG reception area on the Ground floor level.

8.8 Clinic / School Health Services

The School Clinic supports students who become ill, are injured, or require medical assistance during the school day. The Clinic does not replace a student's regular healthcare provider.

Reporting to the Clinic

A student who feels unwell or requires medical assistance during class must inform the teacher and obtain permission before leaving the classroom. The teacher will issue the student a **Clinic Pass**, which the student must carry when reporting to the Clinic.

Students may not leave class and report to the Clinic without a Clinic Pass, except in an urgent medical situation. In an emergency, the student or another person should immediately seek assistance from the nearest staff member. Students who feel unwell should not remain in bathrooms, hallways, or other unsupervised areas.

During passing periods, Flex, Lunchtime or another free period, students may report directly to the Clinic according to established procedures.

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Leaving School Because of Illness

Students may not independently arrange to leave campus because of illness. They may not contact a parent or guardian directly to request collection without first being assessed by the Clinic.

A student may be dismissed for medical reasons only after the Clinic has:

- Assessed the student;
- Determined that early dismissal is appropriate;
- Contacted the parent or guardian;
- Confirmed the dismissal arrangements; and
- Informed the High School Office that the student will be leaving.

Medical Early-Dismissal Procedure

When the Clinic determines that a student should be dismissed early for medical reasons, the following process applies:

1. The Clinic assesses the student and contacts the parent or guardian.
2. Once dismissal arrangements have been confirmed, the Clinic informs the High School Office Assistant that the student has been medically cleared for early dismissal.
3. The High School Office Assistant manually adds the student to the approved early-dismissal list.
4. Once the student has been added, the system automatically prints a dismissal pass containing a QR code.
5. The student collects the printed dismissal pass and follows the required campus exit procedure.

The student must remain in the Clinic or another designated supervised area until the dismissal process has been completed.

Communication from the student or parent alone does not authorize dismissal. Confirmation must come directly from the Clinic.

Parent or Guardian Collection

Parents or guardians who are asked to collect an ill student should do so as promptly as possible.

If the school is unable to reach a parent or guardian, it may contact another authorized emergency contact listed in the student's school records.

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Medical Emergencies

In a medical emergency, the school may contact emergency medical services and arrange transportation for medical care. The school will make every reasonable effort to notify the student's parent or guardian as soon as possible.

The student's safety and immediate medical needs will take priority when delaying action could place the student at risk.

Returning to Class or School

After assessing a student, the Clinic may:

- Return the student to class;
- Allow the student to rest temporarily;
- Contact the parent or guardian for additional information;
- Recommend further medical evaluation; or
- Initiate a medical early dismissal.

Students returning after certain illnesses, injuries, medical procedures, or extended absences may be required to provide medical clearance in accordance with the school's health requirements.

Medical and Emergency Information

Families must inform the school of any medical condition that may affect a student during the school day. This may include allergies, asthma, diabetes, epilepsy, cardiac conditions, mobility needs, mental-health concerns, or other chronic or emergency health needs.

Parents and guardians are responsible for ensuring that the following information remains accurate and current:

- Parent and guardian contact details;
- Authorized emergency contacts;
- Relevant diagnoses and medical history;
- Allergies and prescribed emergency responses;
- Current medications;
- Treating physician details; and
- Any required healthcare or emergency action plan.

The school must be informed promptly of any significant change in a student's health, diagnosis, medication, or treatment plan.

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8.9 Medication

To protect student safety, all medication brought to school must be declared to and approved by the School Clinic. For the purposes of this policy, medication includes prescription medication, over-the-counter medication, vitamins, supplements, herbal products, medicated creams, eye or ear drops, and any other substance used for medical treatment.

All medications needed by a student during school hours should be kept secure by the school clinic. Unless specifically authorized by the clinic, students may not keep medication in their bag, or in their possession during the school day.

General Requirements

Medication may be administered at school only when:

- It is necessary during school hours;
- The required authorization and medical instructions have been provided;
- The medication has been accepted and recorded by the Clinic; and
- The school can administer or supervise it safely.

Whenever reasonably possible, families should arrange medication schedules so that doses are taken outside school hours.

Required Documentation

Before medication can be administered, the Clinic may require:

- Written authorization from the parent or guardian;
- Written instructions or a prescription from a licensed healthcare provider;
- The student’s name;
- The medication’s name and purpose;
- The required dosage;
- The time and method of administration;
- The duration of treatment;
- Relevant precautions or possible side effects; and
- Instructions for emergencies or missed doses.

Authorization must be renewed **at the beginning of each school year** and whenever the medication, dosage, or instructions change.

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Packaging and Delivery

Medication must:

- Be provided in its original pharmacy or manufacturer packaging;
- Be clearly labeled with the student's name;
- Match the written medical instructions;
- Be within its expiry date; and
- Be delivered directly to the Clinic by a parent, guardian, or other authorized adult.

Students should not transport medication to school unless the Clinic has approved a specific arrangement.

The Clinic will not normally accept medication placed in unmarked containers, envelopes, plastic bags, lunchboxes, or student organizers.

Storage and Administration

Medication will be stored securely by the Clinic and administered or supervised by authorized personnel according to the approved instructions.

Unless specifically authorized by the Clinic, students may not:

- Keep medication in their bag, or on their possession during the school day;
- Take medication without the Clinic's knowledge or supervision;
- Give medication to another student;
- Accept medication from another student; or
- Carry or distribute substances represented as medication.

Sharing, distributing, or misusing medication may result in disciplinary action and may also require medical or safeguarding intervention.

Over-the-Counter Medication

Over-the-counter medication includes painkillers, cold and flu medication, antihistamines, stomach medication, and similar non-prescription products.

The Clinic may administer over-the-counter medication only in accordance with the school's approved medical protocols and after receiving the required parent or guardian consent.

Students may not independently carry or take over-the-counter medication unless specifically authorized by the Clinic.

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Emergency and Self-Carried Medication

Students who require immediate access to emergency medication—such as an asthma inhaler, epinephrine auto-injector, diabetes medication or supplies, or another prescribed rescue medication—may be permitted to carry and self-administer it when:

- The Clinic has received the required parent and medical authorization;
- The student has demonstrated that they can use the medication safely and responsibly;
- An individualized healthcare or emergency action plan is in place; and
- The arrangement has been approved by the Clinic.

Where appropriate, the Clinic may require a backup supply of the emergency medication to be stored at school.

Authorization to carry emergency medication applies only to the specifically approved medication. It does not permit the student to carry other prescription or over-the-counter medication.

Chronic Medical Conditions

Students who require medication, monitoring, dietary management, or other medical support during the school day must have an individualized healthcare or emergency action plan when requested by the Clinic.

Parents and guardians are responsible for providing all necessary medication, equipment, supplies, documentation, and updated medical instructions.

Relevant members of staff will be informed of the student's plan on a need-to-know basis.

School Trips and Activities

Families must inform the Clinic in advance if a student will require medication or medical support during a school trip, athletic event, overnight activity, or another school-sponsored program.

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All medication arrangements must be approved before the activity. Families and students should not assume that medication stored in the Clinic will automatically accompany the student on an off-campus activity.

Changes, Expiry, and Collection

Parents and guardians must notify the Clinic immediately if a medication is discontinued or if its dosage or instructions change.

Expired, discontinued, or unused medication must be collected by a parent or guardian. Medication that is not collected by the stated deadline may be disposed of safely in accordance with Clinic procedures.

The school reserves the right to refuse to administer medication when the required documentation, labeling, instructions, storage arrangements, staffing, or safety requirements have not been met.

8.10 Emergency Procedures

Students must follow staff directions promptly during:

- Fire / Emergency evacuation.
- Lockdown/security procedures.
- Other drills or emergencies.

Tampering with emergency or fire-safety equipment is considered a serious disciplinary offense.

8.11 Transportation and School Buses

Families should contact the school transportation office (TransportationOffice@aisegypt.com) to request and manage their school bus travel arrangements.

School behavior expectations apply on AIS transportation.

Students must follow instructions from drivers, bus supervisors and school personnel and behave in a manner that is inclusive of and protects the safety of all passengers.

Serious or repeated misconduct may result in suspension of transportation privileges and/or school disciplinary consequences.

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8.12 Campus Access and Visitors

AIS is a secure campus. Visitors should be provided with and must at all times when on campus wear a visitor's pass.

Visitors, including parents, must follow campus security procedures and register appropriately before entering instructional areas. Classroom visits require prior authorization. Parents / **Families must contact the HS Office (hsoffice@aisegypt.com) to help manage any request for an on campus meeting with a teacher or administrator**. It is helpful that these email requests state the personnel needed to meet with and provide as much details regarding the purpose of the meeting as possible. Impromptu visits can not be entertained.

8.13 Student Records and Transcripts

Official school documents—such as teacher recommendation letters and official transcripts—are submitted directly to the receiving university or organization. To maintain institutional integrity, these confidential documents are not released directly to students, parents, or third-party agencies. Families may, however, request official, signed, and stamped AIS report cards through our High School Registrar: hsregistrar@aisegypt.com, or the All-School Registrar, Ms. Lobna Saeed, at **Lsaeed@aisegypt.com**. Please allow sufficient processing time for all document requests.

8.14 Withdrawal From AIS

Families intending to withdraw a student should contact Student Affairs and the Registrar.

Before records are released, students may be required to complete an exit-clearance process including:

- Returning school property.
- Returning library/department materials.
- Clearing outstanding financial obligations.
- Potentially completing relevant exit interview and withdrawal documentation.

8.15 School Property

Students are responsible for school property issued to them.
Families may be financially responsible for deliberate or negligent damage or loss.

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8.16 Gifts

Because appreciation is an essential core value at AISE, we support parents and students to express their gratitude to teachers by offering them gifts.

Parents are encouraged to have their children create handmade cards and artwork, as well as a home-made gift, in the spirit of simplicity, which AISE promotes as one of the school's fundamental values, although parents may also choose to offer gifts that are purchased with a value no more than 750 LE.

Gift cards are discouraged but may be accepted up to 750 LE in value. Cash will not be accepted. Soliciting other families to donate for a collective “group” is discouraged.

AISE doesn’t want some families, particularly those with children in multiple grade levels, to feel compelled, if not forced, to engage in group gifts; even if such pressure is unintentional, it can be uncomfortable, and this goes against AISE's desired sense of community.

No employee of the school will accept a gift that in any way might constitute a conflict of interest, incur any perceived obligation to the giver or compromise the school’s ability to offer services to all without bias or favoritism.

Under no circumstances should an employee of the school initiate discussion of a gift.

8.17 Fundraising

All fundraising undertaken in the name of AIS or done on campus or by students and families under the guise of AIS requires prior school approval.

8.18 Supervision Before and After School

Due to the lack of adult supervision, students are not permitted on campus outside of the regular school hours. Students remaining after school must normally be participating in an approved activity, or receiving academic support, or waiting in an approved supervised location (usually the KG reception area).

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9. HANDBOOK AUTHORITY, REVIEW & ACKNOWLEDGEMENT

This handbook is intended to provide students and families with clear information concerning the expectations, procedures and policies of the AIS High School.

It cannot anticipate every circumstance that may arise. The High School administration therefore retains appropriate discretion when responding to individual circumstances, particularly where student safety, wellbeing, academic integrity or the interests of the wider school community are involved.

Policies may be revised during the school year when necessary because of:

- Changes in school procedures.
- Ministry of Education requirements.
- IB requirements.
- Safety considerations.
- Changes in technology.
- Changes in law or regulation.
- School improvement initiatives.

Significant changes will be communicated to students and families.

Student & Family Acknowledgement

Students and families are expected to read this handbook and understand the expectations associated with enrollment at AIS.

By remaining enrolled at the school, students and families acknowledge their responsibility to follow applicable school policies and procedures and to seek clarification when expectations are unclear.

Connect. Empower. Lead.

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AMERICAN INTERNATIONAL SCHOOL IN EGYPT

We are social! Follow us and stay updated on your favourite platform:

AISEgypt

aisegypt_maincampus

www.aisegypt.com

Uptown Cairo- Al Mokattam- Cairo