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INTRODUCTION

This handbook has been prepared to provide elementary students and their parents with some of the rules and guidelines concerning MLS American Elementary Division. The Student/Parent Handbook covers school attendance as well as rules of conduct for students in the Elementary Division.

It is the responsibility of the Elementary Headmistress, teachers, administration, and staff to help students and parents understand and follow the rules of conduct. Parents are urged to read and discuss this handbook with their children in order to help them adjust more successfully at school.

Parents are encouraged to keep in close contact with school. The support of parents is needed continuously as we strive to provide a safe and friendly place for children to learn.

MLS MISSION STATEMENT AND

PHILOSOPHY

MLS Mission Statement

Misr Language Schools is a cooperative society that provides different programs that suit each individual's needs. Our mission is to provide all students with an equal opportunity to pursue their education while nurturing all aspects of academic integrity, civility, self-realization, and leadership qualities. Misr Language Schools fosters the journey towards self-exploration while cultivating a sense of pride in one's identity and heritage, thus instilling a deep foundation for becoming a global citizen. We firmly believe that parents, teachers, students, and administrators constitute a partnership that works together towards the empowerment of students in achieving school objectives.

Vision

Misr Language Schools will provide first class education to all its students while enhancing opportunities for personal discovery and growth through varied experiences that will enable them to become potential leaders in their society.

MLS American Elementary Division's Goals

MLS American Elementary School is a learning community committed to offering and encouraging every child to achieve the academic, technological, social, physical, and emotional skills necessary to reach their greatest potential by providing a supportive environment that fosters students' critical thinking, problem solving, creativity, and individuality.

Objectives

To educate and develop students who will meet society's future needs through:

- Preparing students for the 21st century by providing opportunities for learning through modern technology.
- Developing strong interpersonal and communication skills.
- Providing academic support in all areas including time management.
- Instilling the concept that education is a life-long process and that the skills of creative and critical thinking and problem solving are crucial to success.
- Providing an exposure to art, music and drama as well as an opportunity to participate in various sports and activities.
- Instilling a sense of integrity, responsibility, self-respect and respect for others, thus empowering the students to achieve their goals.
- Providing ongoing training for all staff members to ensure teaching quality and administrative efficiency.
- Encouraging 'community service' to instill a better understanding of privilege and a stronger awareness of the issues facing our world today.

Philosophy

Education is a growth process that includes the mental, moral, emotional, physical, and spiritual aspects of the individual. At MLS each student is seen as a unique individual who possesses certain potential, needs, aspirations and interests. We recognize that all students are different. Our purpose is to provide them with opportunities for personal discovery and growth as well as varied experiences that will enable them to achieve their utmost potential in order to become successful, productive members of society.

We believe in:

1. Individual growth
2. Critical thinking
3. Problem solving
4. Decision making
5. Self- esteem
6. Enhancing personal success
7. Concepts over facts

Methodology

To reach our goal we use instructional strategies that are learner-centered:

1. Identify similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice that reinforce objectives
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues, and organizers

Critical Factors

To succeed we need to adhere to:

1. Responsibility and integrity
2. Completing assignments, and classwork
3. Regular attendance and punctuality
4. Cooperation and understanding through recognition of and respect for individual and cultural differences
5. Commitment to and participation in extracurricular and sport activities

The Leader in Me

“Developing leaders one child at a time”

As mentioned in our Mission Statement and Vision, it is the American Division’s goal to equip our students with the skills and confidence to succeed in the 21st century. To accomplish this, the MLS American Elementary Division will be incorporating ***The Leader in Me*** program into our school philosophy, methodology, and culture. *The Leader in Me* program empowers young people to make positive, effective, and responsible choices by introducing and reinforcing the 7 Habits, a set of leadership and life skills from Stephen Covey’s book *The 7 Habits of Highly Effective People*. These habits are:

- 1. *Be Proactive*** - Take responsibility for your choices and behavior
- 2. *Begin With The End In Mind*** – Plan and set goals.
- 3. *Put First Things First*** – Set priorities and practice discipline.
- 4. *Think Win-Win*** – Consider others and seek alternatives to conflict, everyone can win.
- 5. *Seek First To Understand, And Then To Be Understood*** –Listen to others, learn from their views.
- 6. *Synergize*** – Value others’ strengths and team with others to solve problems.
- 7. *Sharpen The Saw*** – Taking care of yourself, and balancing your life in body, brain, heart, and soul.

The Leader in Me program is grounded in the belief that building cooperative relationships and nurturing responsibility, kindness and good judgement is the basis for creating a successful community of learners. By developing the WHOLE child - socially, emotionally, academically and ethically - the program fosters a climate of principle-centered and personal leadership. This is about empowering children and helping them discover the leader within themselves.

General Information

School Organization

Students work in self contained classrooms from Pre-Kindergarten to Grade 5. Students go to the appropriate venues to receive specialized instruction in Computers, P.E., Critical Thinking and Art. The American Division also has a learning disabilities counseling and diagnostic inclusion program.

School Year

The School year begins in September and ends in late June. There are two major holidays. A three-week holiday in December/January and a one week Spring Holiday in early April.

School Hours

Elementary School hours for Kindergarten through Grade 5 are: 7:45 am – 3:00 pm.

Children who are transported to school other than by school bus **should not** arrive prior to 7:30 as we cannot be held responsible for your child's safety as teachers' supervisory duties are not scheduled to start until 7:30 am.

Daily Schedule and Breaks

The school day is divided into 8 period of 45 minutes each with two breaks of 20 minutes each. Students in KG through G1 eat their morning snack in class for 10 minutes before going out for break.

Student Identification Cards

Students are issued Student Identification cards by the Student Affairs Office.

1. A Bus Card, issued to all students using school bus transportation.
2. A Pick-up Card, issued to parents to enable the parent/ driver to pick up a child.

Elementary Office Hours

The American Elementary office is open from 7:30 am to 3:15 pm on normal school days.

MLS Language School Landline	3376-0170 or 3376-9656
Elementary Landline Ext.	Ext. 232
Elementary Mobile Phones	01002148053 - 01002148052
KG Mobile Phones	01208365504 - 01208365506
Online Link	https://goo.gl/7OrgqC
Elementary Office Email	mls_elementary@mls-egypt.org
MLS Website	www.mls-egypt.org

Attendance

Attendance Policy

The American System Instructional Program is based on the assumption that students will attend school regularly. Daily class attendance is a condition for general academic progress at school.

- **Arrival:** Students should be in class by 7:45 am
- **Tardiness:** Students who arrive after 8:00 will be considered tardy. Tardy students will not be allowed into class until they obtained a tardy slip from the office.
- **Absence:** If your child is absent for one day, he or she must bring a note to his/her teacher explaining the reason for the absence. The note will be given to the administration office.

In case of an extended illness of 3 days or more, we ask that a doctor's note be supplied to administration. A student will not be admitted back into class without a doctor's certificate.

Students' absences are recorded on a daily basis. Students who miss more than 20% of the total number of school days in a trimester will not receive a report card for the trimester. (Please refer to the "Code of Conduct.")

Dismissal from School

- **Bus Students:** Bus transportation is available for all American Division students. Space on the buses is limited, so your child's space should be reserved and transportation fees paid directly to the transportation office before the beginning of each new school year.
 - Bus students are walked to the bus area and buses leave at approx. 3:15 pm.
 - Bus students cannot go home on a bus other than their assigned bus. If they are to go home with another student and not on their bus, a parent/driver must pick them up and a message must be delivered to the Elementary office on the online link no later than 1:00 pm which contains:
 - Who they will be going home with
 - A telephone number where the parent/guardian may be contacted for verification during the day (cell, home or work)
- **Non-bus students:** Non-bus students are to be picked up promptly and not later than 3:15 pm.
 - **IMPORTANT** – As a security precaution, students will not be released through the gate without the parent/driver showing the proper Student Identification Card.

Student drop-off and pick-up by car: Students should enter and exit through the MLS middle gate located on Fayoum Road. Precautions should be taken on Fayoum Road, please pull your car over to the side of the road out of traffic and have your child exit and enter the car using the doors on the passenger side of the car. Students are not allowed to stand/wait outside the gate.

Early Dismissal Procedures

A message from parents requesting early dismissal **must be delivered to the Elementary office on the online link including the following:**

- A legitimate reason for early dismissal
- The time the student will be dismissed
- A telephone number where the parent/guardian may be contacted for verification during the day (cell, home or work)

Students granted early dismissal will be sent to the school's gate with an Early Dismissal Permission slip once the Elementary office has been notified that their parent/driver has arrived at the gate to pick them up.

Parents invited to **school events** who wish to take their children home with them when leaving school must also obtain an Early Dismissal Permission slip from the Elementary office.

Academic Information

Grading and Testing:

The emphasis in the American System is NOT on final exams, but rather on an ongoing day-to-day evaluation system.

- Students in Kindergarten are assessed on skills they exhibit.
- The grading system in the Elementary School, grades 1 to 5 is based on an accumulation of information compiled by the class teacher. This information comes from class participation, class work, homework, group work, oral and written quizzes, projects, performance assessment (centers), portfolios, and the daily evaluations by the teacher on the student's progress. Written quizzes are given frequently, covering daily lessons, chapter or unit tests, specific topics under study, etc...
- Students of grades 2, 3, 4 and 5 are given unit exams in Language Arts and Mathematics to assess skills rather than knowledge.
- Arabic Exams: Elementary students from grades 2 to 5 will be given Mid-Year and End-of-Year exams in Arabic. Grades 4 and 5 students will also take the Arabic National Social Studies Mid-Year and End-of-Year Exams. Students should use blue pen to answer the exams.

The Grading System

Grade Levels 1, 2, 3, 4 and 5

Letter Grade	Percentage
A+	97 to 100%
A	94 to 96%
A-	90 to 93%
B+	87 to 89%
B	84 to 86%
B-	80 to 83%
C+	77 to 79%
C	74 to 76%
C-	70 to 73%
D+	67 to 69%
D	64 to 66%
D-	60 to 63%
F(failure)	59% and below

Effort and Behavior

O = Outstanding / Excellent

S = Satisfactory

N = Needs Improvement

Report Cards

We believe that children learn skills and concepts at various rates. In addition, that students are learning on a continuum and our report cards reflect this. The school year is divided into 4 Quarters of approximately 8 – 9 weeks each. Written reports are sent home at the end of each Quarter.

Grades 1 to 5

Grades in all subject areas are reported to parents and students at the end of each trimester. Grades for the subject areas of Language Arts (Reading, Language, Writing, Speaking and Listening) and Mathematics, Science, Social Studies, Arabic, and French shall be reported as numerical averages according to the grading system.

Academic Student Report Card (Grades 1-5)

60-100 - Passing

0- 59 - Failing

Grades in other subject areas (Physical Education, Art, Computer and Music) shall be reported with an effort grade using E - excellent, S - satisfactory or N - needs improvement.

Effort, Student Attitude, and Behavior marks for grades 1-5

Use the following grading system:

O - Outstanding

S - Satisfactory

N - Needs Improvement

A student's *Final Grade* at the end of the year in core subjects is based upon the following weight distribution:

	<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>
Grades 1, 2, 3, 4 and 5	25%	25%	25%	25%

Please review your child's REPORT CARD. We would greatly appreciate your help in doing the following:

- Review the Report Card very carefully with your son/daughter.
- Please attach a PHOTO to the folder, and insert the correct DATE OF BIRTH.
- If you have any questions or wish to meet with the class teacher, please submit via the office online link: <https://goo.gl/7OrgqC> or for emergencies telephone the Elementary Administration office: 376-0170 / 376-9656 ext. 232 or mobile 0102148053.

Promotion Criteria

A student is promoted to the following academic year according to his/her attendance and ability to meet the objectives set for English and Math with a minimum of D (60%) mastery of skills and knowledge. The skills and knowledge are examined and evaluated continuously using ongoing tests, quizzes, homework, classwork, projects, research papers, and rubrics.

Students will be promoted to the next grade according to the following criteria :

- 1- A total minimum of D or 60% in Language Arts
- 2- A total minimum of D or 60% in Math.

- 3- A total minimum of 50% in Arabic for the whole year. However the student should score not less than 30% on the End-of-year exam to get promoted.
- 4- Grades 4 and 5 a total minimum of 50% in Arabic National Social Studies.
- 5- A student should not be absent for more than 20% of the school year to be promoted to the following year.

Students who fail to meet all above three criteria will not be promoted to the next grade and will have to sit for a summer redo to reassess their grades.

Standardized Testing Programs

MLS American Division uses two standardized assessments to evaluate the academic growth of our students and to determine instructional development.

Measures of Academic Progress (MAP) tests of Mathematics, Reading, and Language are given to all students in Grades 5. These assessments are unique in that they adapt to each student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, MAP test results provide educators with timely information that guides instructional planning and school improvement.

STAR (Standardized Test for the Assessment of Reading) The purpose of the STAR assessment is to provide information to teachers about student growth and achievement in reading for Grades 2 to 5. Students take a computer-adaptive reading assessment that is scored automatically by the software. The assessment requires students to rely on background information, apply vocabulary knowledge, and use active strategies to construct meaning from the assessment text. The assessment is designed for repeated administration throughout the school year and provides an approximate measure of each student's reading level. Test results are intended to aid with developing curriculum and instruction by providing feedback about each student, classroom, and grade level progress.

Homework:

Homework provides an important carry-over of learning into areas outside the school setting. Homework provides reinforcement of information and ideas introduced in class or can be the basis for class follow-up and discussion. Homework promotes individual responsibility, independent practice, and good work habits.

As a general guideline, KG classes do not receive formal content homework, although parents may be asked to work with their children in simple reinforcement activities and to make sure that they read each night. In grades 1 to 5, homework increases at each grade level and may vary from thirty minutes to two hours each night.

Thinkwave

For a better home school communication, we use the ThinkWave system. All MLS American Elementary parents are provided with a ThinkWave username, and a ThinkWave password. The username and password to ThinkWave account are named after your child. Parents should check their child's ThinkWave account regularly as it will keep you updated with everything you need to know about what's happening in class. You should also check your child's account for memos sent from administration in addition to the hardcopies sent from the office. The purpose of this new system is to facilitate all correspondences sent from school.

Missing Homework

Students will be given a two day grace period to turn in late homework. Parents will be notified in the child's homework log of any late homework assignments. Homework handed-in after the due date will result in a deduction of homework marks. Failure to hand-in a homework assignment after the grace period of two days will result in a mark of zero for timeliness of homework. Please refer to the homework rubrics.

Homework Rubric

Homework is graded on timeliness, completion, student work, accuracy, and format with a maximum of 13 to 16 points per assignment. The grading rubric for homework is stated below:

CATEGORY	3 POINTS	2 POINTS	1 POINT	0 POINTS
Timeliness	The assignment was submitted on time.	The assignment was 1 day late.	The assignment was 2 days late.	No homework was turned in.
Completion	Homework is 100% complete. It is clear that the student attempted every question/problem.	Homework is 70% complete. The student attempted most questions/problems.	Homework is 50% complete. The student attempted a few questions/problems.	No homework was turned in.
Student Work	Student work is thorough, clear, and legible for all questions/problems. Student included all relevant information.	Student shows an adequate amount of work for each question/problem and it is legible. Student included some relevant information.	Student shows some work, but it is inadequate. Student did not include relevant information.	Student shows no work.
Accuracy	Homework is 85% accurate or student has made corrections on all incorrect or missed questions/problems.	Homework is 75% accurate or student has made corrections on some incorrect or missed questions/problems.	Homework is 50% accurate. The student did not make corrections on incorrect or missed questions/problems.	All questions/ problems are incorrect.
Format		1 Point Copybook work: Student used the proper copybook and wrote name, date, period, and HW# in the upper right hand corner. On the first line student wrote the page number and then the original questions or problems down. Handouts: Student submitted handout in proper file and wrote name, date, period, in the upper right hand corner. Practice Book: Student wrote date in the upper right hand corner. All work is written in pencil.		Student did not follow the homework format.
Pop Quiz	Answers are 100% correct and show a strong understanding of concept/lesson.	Answers are 75% correct and show a sufficient understanding of concept/lesson.	Answers are 50% correct and show a lack of understanding of the concept /lesson.	Answers show no grasp of concept/lesson.
Understanding of concept/lesson.				

Parent-School Communication

The Elementary School believes that maintaining good communication between the school and parents is critical to students' success.

How school will communicate with parents

- **Parent Orientation:**
 - Parent Orientation allows teachers and administrators the opportunity to introduce and describe the curriculum, programs, and activities planned for the year.
- **Class Weekly Work Letter:**
 - A weekly plan is sent home to show what will be covered during the coming week.
- **Thinkwave**
 - Each student has an account where homework assignments and messages from the Administration are placed.
- **Office Online Link:**
 - An electronic application form as a mode of communication to channel each parent's concerns, complaints to the school Administration Office. The office online link: <https://goo.gl/7OrgqC>.
- **American Division KG and Elementary Website:**
 - Our website (www.american.mls-egypt.org) allows parents to view the latest Elementary news, events, and teachers' web pages.
- **Homework Logs:**
 - This is a daily record of homework assignments. It is also a means for teachers and parents to write any messages to and from each other. Please read and sign your child's log daily.
- **Home information File:**
 - KG teachers and the Elementary Office use this file for sending correspondences (memorandums/permission slips/messages) to parents.
- **Report Cards:**
 - Report cards are sent at the end of each trimester.
- **Parent-Teacher Conferences:**
 - Conferences are an opportunity for parents and teachers to discuss an individual student's growth and needs. Parents conferences are held in the Fall and Student-Led Portfolio Conferences are held in the Spring.

Please Check and Read:

- Thinkwave (daily)
- Homework Log (daily)
- Weekly Work letters

Please Check, Read, Sign, and Return:

- Any letter (asking for your signature) from school administration or teacher
- Quizzes, Progress reports, and Trimester report cards

Contacting Teachers

Parents are encouraged to meet with their child's teachers to discuss their concerns about their child. However, appointments are to be made through the Elementary Office Administration so that a meeting can be scheduled that is convenient for both you and the teacher. Parents, please be considerate of classroom routines, time constraints, and the privacy of teachers by not interrupting a teacher when class is in session, or asking teachers' for their personal phone number.

Special Events and Extra-Curricular Activities

School Events and Celebrations

The last Thursday of each month is our monthly “Event Day”. Some of the School Events held throughout the year are: Costume Day, Sports Day, Fun Fit Family Day, Treasure Hunt Day, Egyptian Culture Day, Science Fair and our Annual End of Year Event.

Extra-Curricular Activities Leaders Program

MLS American Elementary Division compliments the academic program with a number of lively and diverse extracurricular activities which are aimed at stimulating and encouraging students’ energies and leadership. We have found that students can amaze us when given the opportunity to lead. Students will lead by choosing the extra curricular activity they excel at and eventually act as mentors and coaches to other students initiating school activities and events in the one area of their expertise. The choice of activities is wide- ranging, providing sports, clubs, and performing and creative arts.

- **Leaders Clubs** are offered to KG to Grade 5 and include drama, outdoor games, cooking, puppets, board games, art and crafts, computer, community service, etc... These activities are scheduled once a week from 2pm to 3 pm during normal school hours.
- **Sports Activities** are offered to grades 3, 4, and 5 and include basketball, soccer, and tennis. These activities will be scheduled once a week after school from 3 to 4 pm. Bus transportation is not available.
- **Boys / Girls Scouts** will be offered to grades 3, 4, and 5 once a week after school from 3 to 4 pm. Bus transportation is not available.

Field Trips

Field trips and excursions are an integral part of the school life in the American Elementary Division. The American Elementary Division believes in developing a child’s education outside of the school community. Field trips are planned to extend classroom activities by enhancing the concepts and theories being taught in the classroom and providing hands-on realistic experience. Prior to any field trip, parents will be notified and their written permission is required. On field trips, parents are often invited to join the class and assist with supervision.

The Book Fair

The Book Fair is a non-profit book sale. It is a time when students have an opportunity to purchase specially selected books ordered from several suppliers. Information about the “Book Fair” is provided in the weeks prior to the event.

School Health Services

Health Services

At the beginning of the year, we will ask you to fill out a medical information form. This form should provide us with information on any illness or physical conditions your child may have, and most important, any medication your child is taking on a regular basis. All students requiring any prescription medication **MUST** inform the school doctor and provide written instructions for this. At no time are students allowed to carry medicine with them at school.

School Clinic

The school clinic is available to students during school hours and is staffed by a medical doctor who assists students concerning illnesses and injuries. A copy of the doctor's report will be sent home with the child. If the nature of the illness is such that the child should go home, efforts will be made to notify parents. Any illness/injury requiring more complex diagnosis or treatment will require that the Elementary Office first notifying the child's parents and then taking the child to either the school approved hospital or one designated by the parent.

Assisting with Medication

All medication (prescription and non-prescription) must be submitted to the school in the ORIGINAL CONTAINER. The parent must give written permission to the school office authorizing us to administer medication, including the dosage amount and time and an explanation of the necessity for the medication during the school day. Students will not be allowed to keep medication with them in class. Medication will be administered through the school clinic or Elementary office.

Controlling Head Lice

The following procedure will be used by clinic staff/school administration when a student at school is observed to be infested with live head lice:

1. The parent will be notified by the end of the school day.
2. A fact sheet on the treatment of head lice will be sent home. This will include a statement to be signed by the parent that treatment was done.
3. For a student to be re-admitted to school following live lice infestation, he/she must be checked, have no live lice, and have a statement signed by parent that treatment was done.
 - a. If no nits, are found, further rechecking will not be done.
 - b. If nits are found, the student will be admitted and rechecked in 8-10 days. • If live lice are found, the student will not be readmitted and the entire procedure will need to be repeated.

Miscellaneous Information

Campus Security

Visitors are requested to enter and exit the school grounds only through the main entrance. Visitors will be given a visitor's pass which they will be asked to carry with them while on the school premises. The main purpose of these procedures is to provide a safe environment for students and teachers and increase our awareness of guests on school's grounds.

Elementary Literacy Center / Library

Our Literacy Center is dedicated to enhance our students' interest in reading and exploring. At the literacy center we carry out a vast range of activities, some of which include; brain quest competitions, story telling, a listening center, reading contests, games that encourage reading and promote the development of critical thinking. The Elementary School Literacy Center is well equipped with a large selection of fiction and non-fiction books, reference material, and learning material selected to meet the ability and requirements of Elementary students.

Books are checked out through the library according to The Library Circulation Policy and Procedures:

- Books may be borrowed for one week.
- Borrowed material may be renewed .
- A maximum of one book may be signed out to a student in Grades KG to 2.
- A maximum of two books may be signed out to a student in Grades 3 to 5.
- Reference materials are not circulated.

Healthy Snack Policy

Healthy snacks are important for children to help them grow and give them energy for learning. Snacks should include a variety of snacks everyday from the following food groups:
Grain Products; Vegetables and Fruit; Milk Products; Meats and Proteins.

As part of a healthy snack please provide your child(ren) with:

- a cold drink (juice or milk)
- plenty of water
- fresh fruit / vegetables
- sandwich / crackers, etc.

NOTE: Pepsi/Coke, potato chips, candy, and chocolate are not allowed at school!

School Canteen

The American Elementary Division supports students eating healthy snacks during school, and encourages students to bring healthy homemade snacks from home. Since students are not allowed to buy sandwiches, canteen purchases should only supplement the healthy snacks that they bring with them from home. Elementary Students from Grades 1 to 5 may only purchase water for this year. KG students are not allowed to make purchases from the school canteen.

Lost and Found

Parents should take precautions by clearly labeling their child's personal items (jackets, bookbags, lunchboxes, etc...) with their child's name and class in permanent ink.

Items that are found without labels are placed in the "Lost and Found" box located in the Elementary office. Students who have reported a lost item are referred to the "Lost and Found" box. Periodically, throughout the year parents should check the Lost and Found box for any items their child might have lost.

Money and Valuables

Every effort is made to ensure a safe school environment for students. Therefore, we advise that students do not bring excessive money or valuables to school as we cannot be held responsible for lost or stolen items. Students should not bring objects to school which are of significant monetary or sentimental value. **Mobile Phones** are not allowed in the classrooms and if they are brought to school they must be handed into the Elementary office in the morning and will be returned at the end of the school day.

Personal Items

Students may not bring "nuisance items" to school. By "nuisance items" we are referring to:

- Toys
- Game boys, PSPs, etc...
- Walkmans, i-pods, CD players, beepers, etc...
- Water pistols or guns of any kind,
- Laser lights
- Skateboards or skateshoes
- Sling shots and other similar items
- Balls

Any of these or similar items found with students will be confiscated and returned later.

* Toys may be brought to school with the class teacher's permission (example Show N' Tell).

School Uniform

The Elementary School hopes that students will take pride in their appearance. Students must wear the proper school uniform at all times. School uniforms are the same for both girls and boys.

- Pants/Shorts
 - Summer: Navy Blue Shorts
 - Winter: Navy Blue Long Pants
- Shirts:
 - Summer: Royal Blue or Red Short Sleeve Polo Shirts
 - Winter: Royal Blue or Red Long Sleeve Polo Shirts
- Sweatshirts & Jacket:
 - Navy Blue or Red Pullover Sweatshirt
 - Navy Blue Zipper Sweatshirt with Hood
 - Heavy Navy Blue Zipper Cotton Jacket
- Socks:
 - Navy Blue, White, or Red socks
- Shoes
 - Black Leather Dress Shoes
 - Trainers in Black, Blue, or White.
- P.E Uniform for Girls and Boys
 - Sport Shorts/Sweat Pants in Navy Blue
 - T-Shirt in Red or Blue.

Hair & Accessories

- Girls: Long hair is to be pulled back.
- Boys: Hair is to be short above the ear with no gel.
- No necklaces, bracelets, or expensive watches.
- Girls are allowed to wear short/ stud earrings.

Supplies / Books and Materials

The school provides all of the basic supplies for children to start the school year.

- Copy books (Parents will need to purchase certain kinds of copybooks from school)
- Practice books
- Homework log
- Reading log
- Home Information file

Extra Supplies

Additional supplies will be specified by the class teacher and subject teachers at the beginning of the school year. Parents must purchase these extra supplies for their children.

Textbooks:

Some textbooks are issued on a loan basis. Students will be expected to pay for replacement of lost or damaged textbooks and library books. Each parent is requested to check out their child's textbooks from the Elementary Book Office according to certain procedures (refer to 'Rules to Checkout Textbooks'). Some textbooks must be returned at the end of the academic year and each parent is responsible for books signed out to their child's student number.

Practice books for Language Arts, Grammar, Spelling, Math, Science, French, and Arabic books are given to students by the class teacher and are not returned at the end of the academic year.

Rules to Checkout Textbooks

Please follow the procedures listed below to receive your child's textbooks:

1. Present receipt for payment of first school fee installment (40%) to the Elementary Book Office.
2. You will receive a card identifying your child's name, his/her grade in school and student book identification number which is the number used on all his books.
3. You will then receive your child's textbooks and sign a receipt for the books you receive with a list showing the titles of the books signed out to your child.
4. Some textbooks must be returned at the end of the academic year and you will be responsible for books signed out to your child's student book identification number.

Visitors

All guests and visitors are welcome to visit the Elementary campus, however, they are requested to schedule an appointment through the Elementary School office first. Friends of students wishing to visit during regular school hours must be first arranged ahead of time with the school headmistress.

Elementary Code of Conduct

School Disciplinary Code - Respect For Self, Others, and School Teachers!

It is our desire in the American Elementary Division of MLS to develop life skills that students can use after they leave school and become responsible citizens of our community, nation, and planet. By establishing our “Being a Good Citizen Code of Conduct,” which is based upon the 6 pillars of good character, we hope to help young people develop the values and abilities to make informed and responsible choices throughout their lives.

Pillars of Good Character

“Character is what you do when no one is looking.”

Caring —

Showing understanding of others by treating them with kindness, compassion, generosity, and a forgiving spirit. Caring is also listening and communicating with each other about such feelings as concern and gratitude.

Citizenship —

Being law abiding and involved in service to school, community, and country. Honoring school rules, cooperating, respecting authority, and protecting the environment are all qualities of a good citizen.

Fairness —

Practicing justice, equity, equality, and cooperating with one another. A person who is fair plays by the rules, takes turns and shares, is open-minded, listens to the opinions of others, and doesn’t take advantage of others.

Integrity —

Having the courage and inner strength to do the right thing. A person of high integrity builds a good reputation for standing up for his/her beliefs and acts justly and honorably toward all.

Perseverance — Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with obstacles. One who perseveres is prepared, works hard, never gives up, is positive and enthusiastic, and doesn’t get discouraged by negative people.

Respect — Showing high regard for authority, other people, self, and country. A respectful person uses good manners, is tolerant of differences, is considerate of the feelings of others, and uses respectful language, not hurtful words.

Responsibility — Being accountable in word, choices, and actions. A responsible person has a sense of duty to fulfill tasks to the best of his/her ability with reliability, dependability, and commitment. Acting responsibly is using self-control by knowing what the right thing to do is and doing it.

Trustworthiness — Being dependable, telling the truth, and admitting wrongdoing. A trustworthy person is honest, loyal and keeps promises.

Character Education Program

The MLS American Elementary Division is implementing a school Character Education Program based upon the “6 Pillars of Character.” Each pillar stands for character traits that teachers, staff, and students will work to exhibit on a daily basis. Students will learn the tools of life, getting along, proper behavior,

good attitudes, and good character. It is our goal that our students and the American Elementary Division be identified by these positive qualities thus creating an environment of caring and helpful young people.

Being a good Citizen' Discipline Plan

Our school incorporated the 6 pillars of Good Character into our code of conduct to form a whole school discipline plan. The purpose of the whole school disciplinary plan is to encourage students to be good citizens by following a consistent and coherent approach by all members of staff in achieving the following aims:

- To create a safe, harmonious environment in which all students are given an equal opportunity to learn and achieve their full potential.
- To instill respect and consideration for all members of the MLS community.
- To encourage students to be self-disciplined and take pride in their actions and surroundings.

The Basic Structure for 'Being a Good Citizen' Discipline Plan

- ❖ **Rules:** What the expected behaviors are
- ❖ **Rewards:** What the student receives for appropriate behavior
- ❖ **Consequences:** What the student chooses to accept if a rule is broken

School Wide - Rules

All rules are based on the 6 pillars of good behavior. The function of a rule is to prevent or encourage behavior by clearly stating student expectations. Rules are school-wide and consist of two kinds of rules:

- Specific Rules: classroom, playground, and bus rules
- General Rules

Specific Rules for All Students

Classroom Rules

1. Follow directions the first time they are given
2. Raise your hand and wait for permission to speak
3. Stay in your seat unless you have permission to do otherwise
4. Have all materials ready to use when the bell rings
5. No cursing, fighting, or teasing
6. Complete all assignments
7. Speak in English

** Teachers may have additional rules for their classroom.*

Playground Rules

1. Use playground equipment safely and carefully
2. Play in designated areas under adult supervision
3. Keep hand off others when at play
4. Show good sportsmanship
5. Toy houses are for Kg and grades 1&2 students only
6. No soccer in playground
7. Use appropriate language
8. Respect others' feelings

9. Remember to collect belongings
10. Sit on benches in table area
11. Put trash in the trash can
12. Wait for his/her turn at the canteen
13. Speak in English

School Bus Rules

Students are entitled to ride the school buses provided by MLS as long as they conduct themselves properly and obey the following regulations:

1. Students should not buy food from the any of the canteens after school
2. Remain seated while the bus is in motion
3. Keep hands, feet, and head inside the bus
4. Do not open and close windows or doors (only the driver may do this)
5. Do not eat or drink in the bus (water is allowed)
6. Do not damage or deface bus or any of its equipment
7. Engage in quiet talk
8. Keep books, packages, coats and objects out of aisles
9. Do not throw anything out of the bus windows
10. In case of an emergency while on the road, remain on the bus unless requested to leave by the driver of the bus
11. All school rules apply and are enforceable on the bus and on any other form of transportation to or from school or any school related event
12. Students may be permanently denied transportation after a formal hearing

IF STUDENTS	CONSEQUENCES
Misbehave in any way	1st offense: Verbal warning 2nd offense: Warning and parents notification 3rd offense: 1 day suspension from the bus 4th offense: 2 to 3 days suspension from the bus Repetitive behavior: loss of bus privilege for the remainder of the trimester

General Rules for All Students

Uniform

- Students are expected to wear a complete and proper school uniform at all times
- Accessories such as sunglasses, nail polish, and colorful shoes are not allowed

Items from Home

- The following items are not allowed at school: toys, metal rulers, electronic games or instruments, toy weapons, fireworks, Swiss knives, laser pointer, balls, or spinners
- Students should not bring large sums of money or mobile phones

Food

- Students will be given appropriate times to eat, such as at brain break and break
- Students should have healthy food that provides energy. Foods that are not allowed to eat at school include sodas, chips, candy, gum, seeds, and etc.

Lining Up

- Students are expected to line up to and from the morning assembly, from P.E., Art, and Computer classes, and for buses upon dismissal of school

Assignments

- Students should show integrity by independently completing his or her assignments

Property

- Students should not tamper with the belongings of any staff member or peer
- Students should keep all school resources, such as books, chairs, desks, bathroom facilities, and lab supplies, in a good condition

Treatment of Others

- Students should use kind words and refrain from using foul language or hurtful words
- Students should resolve conflicts verbally rather than through fighting
- Students should treat each other and all staff members respectfully

Reward System

The American Division promotes the “reward” system. Good conduct, hard work, and team spirit are qualities to be admired in students and recognized accordingly. Students earn rewards when caught following directions, earning good grades, or presenting good work. These rewards are posted on Class Dojo, our School Behaviour System. Parents are informed of students’ performance through a monthly report.

Consequence System

The student’s unaccepted behavior logged into Class Dojo as well in the form of an area that needs works. This is to serve as documentation and justification to administration and parents for why disciplinary actions were taken. Should a child choose not to follow classroom rules, the teacher will follow the steps listed below:

1. A student will be given **three strikes (warnings)** recorded on the white board.
2. Should a student exceed three strikes, the teacher will meet with the student to provide help and guide the student in the right direction. Students who do not attend the meeting will receive an **infraction**.
3. If a student repeatedly disobeys the class rules, the teacher will use a **behavior chart** to help guide the student in the right direction.
4. If a student still chooses to break the rules while using the behavior chart, a **notification will be posted on Class Dojo**.
5. Students that commit more than 3 infractions will be given a **First Warning** which includes parent notification and a student/teacher consultation.
6. Students who continue to commit infractions will be given a **Second Warning**, which includes a session of community service duty during break time and parent notification. As well, the student will be placed on a behavior plan that is specifically prepared by all teachers according to each child’s best interest.
7. Students who continue to commit infractions will be given an **Office Referral**, which includes counseling and Yellow Card. A student on "Yellow Card" will be denied extracurricular activities. A parent/teacher conference might also be scheduled to address the student’s behavior.

CONSEQUENCES FOR MISTREATING OTHERS

MLS strives for its members to have a strong moral base. As well as the classroom rules, playground rules, and general rules, there are important policies specific to the Elementary School that represent how other people should be treated. Breaking these rules will result in the following consequences:

Using Foul Language

IF STUDENTS	CONSEQUENCES
Obscene, vulgar, abusive, or disrespectful language, gestures, or behavior	<p>1st Offense</p> <ul style="list-style-type: none"> • Community Service Duty <p>2nd Offense</p> <ul style="list-style-type: none"> • Parent notification and an infraction will be recorded in both the classroom behavior log and the student's HW/Correspondence log <p>3rd Offense and subsequent offenses will be given consequences on a case by case basis and the following consequences are potential</p> <ul style="list-style-type: none"> • Placed on Yellow Card with loss of extracurricular activities • Counseling • Parent and administrator/teacher disciplinary conference • Up to 3-days suspension

Fighting, Inappropriate Physical Contact

The school administration encourages both parties in a conflict to follow CAPS to resolve conflicts.
 C cool down, A agree to work it out, P exchange points of view, S find a solution

IF STUDENTS	CONSEQUENCES
Are engaged in acts of repetitive violence	<p>1st Offense</p> <ul style="list-style-type: none"> • Community Service Duty <p>2nd Offense</p> <ul style="list-style-type: none"> • Parent notification and an infraction will be recorded in both the classroom behavior log and the student's HW/Correspondence log <p>3rd Offense and subsequent offenses will be given consequences on a case by case basis and the following consequences are potential</p> <ul style="list-style-type: none"> • Placed on Yellow Card with loss of extracurricular activities • Counseling • Parent and administrator/teacher disciplinary conference • Up to 3-days suspension

Bullying

IF STUDENTS	CONSEQUENCES
Bullying: Behavior Intended to Ridicule, Humiliate or Intimidate other student/s	<p>1st Offense</p> <ul style="list-style-type: none"> • Community Service Duty <p>2nd Offense</p> <ul style="list-style-type: none"> • Parent notification and an infraction will be recorded in both the classroom behavior log and the student's HW/Correspondence log <p>3rd Offense and subsequent offenses will be given consequences on a case by case basis and the following consequences are potential</p> <ul style="list-style-type: none"> • Placed on Yellow Card with loss of extracurricular activities • Counseling • Parent and administrator/teacher disciplinary conference • Up to 3-days suspension

Lack of respect & courtesy toward any school staff member

IF STUDENTS	CONSEQUENCES
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<p>Behavior intended to ridicule, humiliate, or intimidate the teacher.</p>	<p>1st Offense:</p> <ul style="list-style-type: none">• Removal from class for In School Suspension• Parent notification and an infraction will be recorded in both the classroom behavior log and the student's HW/Correspondence log <p>2nd Offense and subsequent offenses will be given consequences on a case by case basis and the following consequences are potential</p> <ul style="list-style-type: none">• Placed on Yellow Card with loss of extracurricular activities• Counseling• Parent and administrator/teacher disciplinary conference• Up to 3-days suspension
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CURRICULUM OUTLINE

The objectives of the American Elementary Division’s curriculum is to educate and develop students who will meet society’s future needs through:

- Preparing students for the 21st century by providing opportunities for learning through modern technology.
- Developing strong interpersonal and communication skills.
- Providing academic support in all areas including time management.
- Instilling the concept that education is a life-long process and that the skills of creativity, critical thinking, and problem solving are crucial to success.
- Providing exposure to art, music, and drama as well as an opportunity to participate in various sports and activities.
- Instilling a sense of integrity, responsibility, self-respect, and respect for others empowers students to achieve their goals.
- Providing ongoing training for all staff members to ensure teaching quality and administrative efficiency.
- Encouraging “community service” to instill a better understanding of privilege and a stronger awareness of the issues facing our world today.

Kindergarten

Children are taught skill-based learning (HOW to think, not WHAT to think). Positive self-esteem and work habits are encouraged through structured, well planned, and organized activities. We also foster independent thinking skills through hands-on practical activities and field trips.

Language Arts

The MLS American Division uses The Common Core State Standards for English Language Arts in Kindergarten through Grade 12. Language Arts' expectations are organized into five strands, which are: Reading Literature, Reading Information Text, Speaking and Listening, Language (grammar and spelling), and Writing. The program in all grades is designed to develop a range of essential skills in reading, writing, and oral language. This includes a solid foundation in spelling and grammar; the appreciation of literature and the ability to respond to it; and skills in using oral language accurately and effectively. Students will also learn to use critical and analytical skills to respond to communications and media, and will develop skills in using technology to search for and share information. A variety of instructional methods and assessments are used to aide each child's language development.

Our Language Arts program consists of:

❖ Reading Program

1. Guided Reading
 - Teachers use Harcourt StoryTown and Reading Wonders Collections stories to teach reading strategy skills.
2. Semi-Guided Reading
 - Reading A-Z combines instruction in reading strategies with opportunities for students to practice each reading strategy independently at their individual reading level or in small groups.
3. Independent Reading
 - DEAR, students independently read books of their choice.

❖ Writing Program

1. Guided Writing
 - Teachers use different genres of writing and the 6 traits of good writing to teach writing strategies and skills.
2. Semi-Guided Writing
 - Writer's workshop is a program that is used to build students' fluency in writing through continuous, repeated exposure to the process of writing.
3. Independent Writing
 - Journaling allows students to develop their own writing ideas and writing fluency.

Mathematics

The mathematics program is based on a progressive spiraling approach promoting mathematical growth and awareness through daily experiences. Its goal is to develop mathematical insight and reasoning in each student. Students are exposed to repeated real-life problems and situations, and are encouraged to develop various solving strategies. Math usage is found throughout the day in all subject areas. Data collection and analysis, mental math, estimation and probability help to clarify and deepen student understanding of key mathematical ideas. Students are encouraged to work collaboratively and individually in finding more than one way to use math on a daily basis.

Science

The science curriculum focuses on three areas of study: Life Science; Earth Science; and Physical Science. Students are encouraged to learn concepts through practical observation and experimentation. Hands-on activities, group and individual research, and field trips aid students in applying scientific knowledge to real-life experiences.

Social Studies

The Social Studies program emphasizes an understanding of community development, world geography, and world history. Students learn how location and geography help to create and form a culture; how individuals work together for the benefit of a community; and how actions affect the outcome and future growth of a community. Regional historical events reflect upon a culture's growth and world-wide influence.

Languages: French and Arabic

French: is taught to all classes in grades two (2) through five (5). Students are taught the appropriate communicative language skills and aspects of French culture.

Arabic: begins in first (1) grade and continues through fifth (5) grade. Students study the various aspects of the Arabic language, concentrating on reading, writing, and listening skills. Our Arabic curriculum uses the Egyptian Ministry of Education, and includes religious study.

Art

Art classes allow students to express themselves through the use of various mediums, including two and three dimensional art works. Students learn how to use color, texture, shapes, application techniques, and different materials to study the effects and usage of art in all cultures. The development of aesthetic perception, awareness, and creativity enhances student self-expression and an understanding of visual and functional art.

Music

Our music program provides each student with an opportunity to develop his/her interest and ability in a variety of musical experiences. Students are given the opportunity to play various instruments, and learn musical techniques of tone, pitch, volume, rhythm, tempo, duration, and meter.

Computer Science

At MLS, we believe that Technology is a fundamental component of learning; hence, it is integrated within all curriculum areas. The computer curriculum has been developed to provide students with opportunities to acquire computer skills and knowledge so they can function effectively in today's technological society. Students will develop basic computer skills through keyboarding, word

processing, drawing and graphic programs, and the usage spreadsheets and database. Computers provide another medium to assist students with different learning styles. Internet access allows students to acquire up to date information and aids in research projects. Computer access and programs are used to introduce, develop, and illuminate curriculum concepts.

Physical Education

Our P.E. program provides a meaningful physical education program that includes a safe, health promoting environment. Students will develop an understanding of physical fitness, health, and well-being and the factors that contribute to them. As well as, the basic movement skills they require to participate in physical activities throughout their lives.

Special Education Services

The Elementary School Student Services Department supports students with identified learning differences. The extent to which support is provided is dependent upon the needs of the students and the ability of the school to meet those needs.

The Student Services Team recognizes that all students have innate abilities and varied life experiences with differing rates of learning and behavior. These differences may be accommodated by the flexible use of resources and curriculum options. At all grade levels, student services personnel assist teachers in making curriculum modification and adaptations. In addition to the consultative service, they may provide direct services to identified students. Students are identified through our evaluation process, which begins with a referral that is made to the team by either a teacher or parent. A meeting is held where all people concerned are present, and decisions are made collaboratively.

At the present time, the elementary school team includes resource room teachers, resource room coordinator, and the school psychologist.

English as a Second Language (ESL)

The English as a Second Language (ESL) program serves students in grades one to five whose English skills limit full access to mainstream material.

Providing a program which combines pull-out and inclusion, ESL teachers support their students in both settings. ESL and classroom teachers work together to create a language-rich environment where students feel comfortable taking risks and where individual needs are accommodated. All students are assessed each semester by both teachers and moved into the mainstream as they demonstrate readiness.

Because emphasis is placed on early-language development and because lessons are naturally contextualized in the pre kindergarten and kindergarten classes, there is no formal ESL instruction for those grade levels.

The ESL program enables students:

- ❖ To acquire communicative and academic English skills needed to function successfully in the mainstream program.
- ❖ To learn English through active engagement in meaningful experiences.
- ❖ To follow a course of study that integrates reading, writing, listening and speaking.
- ❖ To practice in a range of activities with their classroom peers.

The ESL Program includes

* A curriculum that closely reflects the mainstream language arts curriculum.

- ❖ Small class size.
- ❖ A two-teacher team enable ESL teachers and classroom teachers to focus on each student's stage of development and individualizes the program as necessary.
- ❖ Pull-out classes where teaching focuses on the development of language skills.
- ❖ Inclusion lessons where classroom teachers and ESL teachers jointly provide lessons which are delivered to the class as a whole.

Child Protection Policy

School Objectives

Providing the students with a safe, caring and healthy environment at all times. All staff members are responsible for the general welfare and safety of the students.

Definition of child abuse/ Child maltreatment: is the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. Exposure to intimate partner violence is also sometimes included as a form of child maltreatment. (Source: World Health Organization)

General Guidelines for effective Child Protection

- Children have the right to be heard and taken seriously.
- The student's welfare and safety is the school's number one priority.
- The needs of children with disabilities are taken into consideration and dealt with very carefully.
- Students are encouraged to speak to their teachers and other staff members when they feel the need to.
- Bullying issues are dealt with very seriously and override all considerations.
- Regular meetings are held with staff members concerning Child Protection issues.
- It is prohibited by staff members to use obscene or inappropriate language with the students or even in their presence.
- Teachers in doubt of the appropriateness of a particular teaching material should consult with the principal before using it.
- There are clear channels the students can follow when facing Academic or Behavioral issues. They can approach the Academic or Discipline coordinators respectively, or they can meet with the School Headmistress in case they fail to reach a solution to their problems.
- Parents/Guardians have a right to be consulted and involved in issues concerning their children.
- The school is responsible to provide the parents/guardians with all relevant information about their child's progress such as Report Cards, Progress Reports and Behavioral Reports.
- Students are supervised at all times (lunch time, break between classes, beginning and end of the school day.) Teachers are not allowed to dismiss students to the yard until they ensure a staff member is present. Also teachers do not leave their

respective classes until the teacher of the following lesson arrives. Supervisors are in the corridors at all times. Teachers and supervisors are on rotating duty to ensure that students get to their buses safely at the end of the school day.

- Students are not allowed to leave school premises during the day or deviate from their usual way home unless there is an email or phone request from the parent.
- A safety check of the school premises is carried out regularly by the concerned staff members.
- The school site is kept as secure as possible. There are security personnel on all access doors. All visitors must enter through the main gate and must submit a verification of identity if not known to the school. Any visitor is given a visitor's badge to wear when on school premises.
- School doctor is available in the school clinic at all times from the beginning till the end of the school day.

Physical Contact with students

- The general rule is that staff members are not to make unnecessary physical contact with children.
- Physical punishment is illegal or any physical response to a student's misbehavior.

School's Response in case of Physical harm by a student

In case there is an incident in which a student is physically harmed or harassed by another student, the following procedures are followed:

1. All students involved in the incident are sent to the Discipline Coordinator individually as part of the investigation process.
2. Any witnesses such as staff members or other students also meet with the Discipline Coordinator.
3. Cameras in classes and corridors are observed. (If applicable)
4. The Discipline Coordinator reports the incident to the School Headmistress.
5. After complete investigations, a decision is taken together with the Headmistress and Discipline Coordinator and the appropriate action (punishment) is taken with the student according to the severity of the incident. Punishments vary from Break detentions in minor issues to Suspensions and Expulsions in the very serious issues.
6. A student who exhibits or has a pattern of constant misbehavior is placed on Probation.



عاملات النظافة بقسم الحضانه بالدبلومه الأمريكیه

قواعد التعامل مع الطفل داخل حمام المدرسه بقسم الحضانه.

1. الداده مكلفه بمراقبه الطالب داخل الحمام وتوجيهه ومساعدته فى عملية نزع ولبس ملابس لإستخدام الحمام.
2. لا يتم لمس الأطفال فى المنطقه الخاصه من الامام أو الخلف (منطقه الأرداف - العانة - الحوض)
3. نقوم بإعطاء مناديل ورقية داخل الحمام حتى يقوم الطفل بتطيف نفسه فى المنطقه الخاصه (منطقه الأرداف - العانة - الحوض)
4. مساعدة الطفل فى غسل يديه بالصابون وإعطاء منديل لتنشيف اليد.
5. فى بعض الحالات يتم تنظيف وتغيير ملابس الطفل تحت ملاحظه الإشراف المتواجد دائماً عند حمام الأطفال.
6. القيام بتطهير وتنظيف الحمامات بصفه مستمره خلال اليوم الدراسى وبعد إنتهاء اليوم الدراسى بإستخدام المطهرات والمنظفات بصفه مستمره.
7. الداده يجب عليها دائماً إبلاغ الأشراف المتواجد أمام الحمام عند حدوث أو الشك فى أمر من الأمور دون التدخل المباشر مع الطفل.