FACULTY

HANDBOOK

September 2022

MLS

**American Division
Middle & High
School**

CONTENTS

OUR VISION

Misr Language Schools American Division aspires to be a vibrant learning community where all members are united for the common purpose of learning. Its vision is to graduate students with a sound academic and moral base, to become well-informed members of society, aware of their civic duties and equipped with the necessary skills to realize their individual potential, and compete in a world increasingly shaped by technology and driven by innovation.

OUR MISSION

Our mission is based on high moral values and sound work ethics, which are reflected on the personal, school and community levels.

A.   To give students a high standard college preparatory education, and empower them with the ownership of knowledge and competitive skills.

B.   To develop skilled and committed teachers, and enhance the facilities and services of the school in order to provide students with a productive and encouraging learning environment.

C.   To instill in students a sense of civic duty, and to become as a school active members of the community and proactive contributors to society

OUR VALUES

1. **Respect:** We respect one another's right to safety and dignity at school. We speak to each other with calmness, politeness, and civility. We accept differences and diversity. We care for one another and are concerned about the suffering of others. We want to make a better world. We work well together with all of our friends and classmates. All students are welcome in our classrooms and their uniqueness is celebrated.
2. **Responsibility**: We accept what is required and carry out the task to the best of our ability. We hold ourselves accountable for our own actions, admit when we failed our own standards, and always strive to be our best selves. We pledge to give our time and energy to something or someone we believe in.
3. **Integrity:** We are both honest and driven by a clear moral compass. We think before we act.
4. **Growth:** We have growth mindsets. We always believe we can improve and work every day to learn something new. We set ourselves personal goals that are

challenging but achievable. We have high expectations of ourselves and believe that we are capable of achieving more than we set out to

5. **Leadership and Participation**: We strive for a good life that is characterized by accomplishment, kindness, and meaning. Give back to those who have supported us and the global community in which we all live in. We work to develop the leaders of tomorrow. We foster a culture where participation is valued, and we encourage one another to give it our all.

PROFILE OF AN MLS EMPLOYEE:

MLS employees are dedicated, resourceful and goal-driven professional educators with a solid commitment to the social and academic growth and development of every student. They are highly motivated and enthusiastic educators who want all students to be successful learners. They are warm and caring and want all students to work to create a classroom atmosphere that is stimulating, encouraging, and adaptive to the varied needs of students.

MLS employees develop strong interpersonal and communication skills. They provide academic support in all areas including time management.

They instill 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.

They instill a sense of integrity, responsibility, self-respect and respect for others, thus empowering the students to achieve their goals.

MLS employees encourage 'community service' to instill a better understanding of privilege and a stronger awareness of the issues facing our world today.

PROFESSIONALISM AT MLS

All professional staff should always be aware of the mission and philosophy of the school. This will provide guidelines regarding behavior and decision- making. As professional staff, we believe that standards for us should be high and reflect our recognition of our professional standing as well as recognition of and respect for local laws, customs and traditions. We must remember that parents have entrusted us with their children and that we represent our school to the entire community.

THE PROFESSIONAL

- Is a member of the school community team- (students, parents, colleagues, and school personnel) - built on the core values of honesty, integrity, civility and respect.
- Is familiar with the school's strategic plan and whenever needed is willing to collaborate and support the implementation of the plan.
- Has a thorough understanding of the large picture as well as his/ her assignment. The professional remains up to date on recent developments in the field, continuing to grow and change in his/ her own intellectual and professional development.
- Is constantly working on innovative techniques and is always seeking information on his/ her performance as well as sharing ideas.
- Identifies student, curricular and all other issues and discusses them with the administration to resolve them.

RESPONSIBILITIES AND EXPECTATIONS OF FACULTY MEMBERS AND PROFESSIONAL STAFF:

We believe it is better to provide a general guideline of preferred attitudes and behaviors. It is our belief that teachers are professionals and thus require a set of parameters within which they will exercise professional judgment in making choices and decisions.

The workload outlines the basic staffing regarding the responsibilities of the professional staff. The responsibilities include teaching, coaching, tutoring, chaperoning, break and lines duty, substitute teaching, etc. and are distributed as fairly and as systematically as possible.

All full- time faculty are expected to:

- Participate all faculty meetings as well as all MLS related functions and activities.
- Attend all classes for the full time allotted. Any foreseen absence should be discussed with and approved by the administration.
- Attend all assemblies and parent meetings.
- Have a very good depth of knowledge of the subject area.
- Plan & prepare assigned classes at the scheduled time.
- Implement the designated curriculum completely and in due time.
- Plan & implement effective classroom management practices.
- Design & implement effective strategies to develop independent learners.
- Vary instructional methods in relation to content and purpose of instruction & students' needs.

- Incorporate different techniques into lessons to help create a learning environment that encourages students to have a voice & participate.
- Define & communicate learning objectives & expectations to students.
- Apply appropriate multiple assessment tools & strategies.
- Assign reasonable assignments & homework to students as per school policy.
- Evaluate students' performance objectively & in a timely manner.
- Record and report timely all students' results (assignments & Assessments).
- Model correct use of language.
- Model good social skills & responsibilities.
- Comply with policies, standards, regulations & procedures of the school.
- Work collaboratively with other teachers & staff members.
- Provide & accept feedback in a professional manner.
- Create & maintain a positive & safe learning environment.
- Meet all deadlines for grades, progress reports and final reports as well as parent/ teacher conferences.
- Be familiar with all expectations and procedures in order to implement discipline in a consistent manner.
- Be available to students experiencing academic difficulty and provide extra help.
- Promote active participation in the classroom.
- Provide individual attention to students in the form of full, constructive comments on papers and tests and the timely return of student work.
- Be familiar with the procedures of the administration in areas such as: Homework, Grading & Assessment policies.
- Be involved in extra-curricular activities.
- Be available to students when needed. The essence of the advising role is the quality of the relationship and is based on getting to know the advisee, his/ her academic, extracurricular, and personal situation, strength, and weaknesses and also sensing when a student needs help and encouragement.
- Work closely with the school counselor.
- Maintain control in the classroom and apply disciplinary measures in accordance with school procedure.
- Keep accurate and complete records of all parent/ student conferences, student behavior and extra help.
- Take all necessary measures to protect students, equipment, materials and classroom facilities.
- Switch off the class laptop & projector before leaving the class. (3rd & last period teachers)
- Make sure not to dismiss the students or leave the classroom before bell rings.

- Conform to the requirements of the safety & supervision of students inside & outside the classroom & during morning lines.

STAFF RULES AND REGULATIONS

Below are general guidelines for the rules and regulations of the American Division. All staff members are required to familiarize themselves with the employee policies of Misr Language Schools which adhere to the Egyptian Labor Law.

It is necessary that staff members familiarize themselves with the Student / Parent Handbook and the Code of Conduct of students to ensure that all behavioral policies are followed.

1. Staff members who come to school by car are allowed to park in the back stadium area keeping well out of the way of the buses
2. Non 1st period teachers, PE staff and supervisors are expected to help line-up students in the morning lines area at 7:45am and supervise the students as they go up to class
3. Staff members should remember to sign- in as soon as they come in the morning. The sign in systems clocks till 7:45am, after that time the system registers late sign-in which is deducted from the salary.
4. Teachers should always be in class before their students, and take attendance each period.
5. Students tardy for more than 10 minutes for the 1st period should not be allowed
6. Teachers are only allowed to let students out of class with a hall pass and only one student at a time.
7. Students who need to go to the doctor or the library should be sent to the administration office to collect a pass first.
8. Teachers who wish to use the laboratory, library, computer lab or other school facilities should inform the administration office beforehand.
9. Teachers who wish to take students to the playground areas during class times should take permission from the administration office first.
10. Staff members should not allow students to visit the canteen during class times.

11. All staff members of the faculty will share the responsibility of supervising students at times outside of class. They will be assigned duties which include morning duty where students are supervised before morning lines, break duty where students are supervised in the playground and end of day duty where students are supervised as they leave the building and go either to the gates or the bus area. Staff members on duty should supervise students diligently and remain with them until they are back in class or safely exited from the school.

12. All staff members are expected to be actively involved in activities, clubs and trips and this is not counted as part of the number of lessons allocated

13. Staff members on trips are responsible for the safety and conduct of students at all times

14. Staff members should endeavor to speak English to students at all times

15. Staff members should monitor student's attire and ensure that they are following school rules with regards to uniform requirements, hair and jewelry.

16. Any accidents should be promptly reported to administration – in severe cases do not move students until a school physician is at hand

17. Responsibility and authority of staff members extends beyond the classroom. All staff members are expected to take appropriate action when needed, even if they are not in class or on duty.

18. Staff – student relations should remain within appropriate boundaries at all times.

19. Verbal abuse and inappropriate language are prohibited along with any form of physical contact with students.

20. Staff members should not discuss personal issues with students. Any concerns should be passed on to administration or referred to the student counselor through the administration office.

21. If a teacher has concerns that a student has learning disabilities, a referral form should be filled out and given to administration.

22. All contact with parents should be via official channels

23. Teachers are expected to attend general parents' meetings which are held after school hours.

24. Teachers are expected to attend individual parents' meeting when needed. They should be prepared with grades and necessary documentation related to the student in question. Teachers will be informed in good time prior to the meeting.

25. While attending a parent conference remember to be positive about the strong points of a student before tackling the negative issues. Do not use abusive language or label the student. State your case clearly and let the parent reach the conclusion.

26. Teachers are responsible for updating their ThinkWave accounts on a regular basis. Accounts will be checked weekly by the Head of Departments.

27. If staff members have any maintenance issues in classrooms or school facilities, they should inform the administration office or supervisors.

28. Mobile phones should be put on silent in class, teachers should not take calls during class times.

29. Classrooms should be kept clean and tidy at all times. Teachers should ensure that students tidy the classroom before class starts and at the end of class. Out of courtesy teachers should wipe the board for the next teacher.

30. As this is our main form of communication, it is expected that all teachers check their emails regularly in order to make sure they are up to date with school news and information or other issues that need their attention.

31. Professional discretion and courtesy should be used when discussing student issues in the staffroom. Confidentiality should be respected.

32. Out of courtesy to other staff members the staff room should be kept clean and tidy. It is a place for work and rest and so aside conversations should be in a low tone.

33. Students are not allowed in the staffroom.

34. All lost and found items should be turned to the administration office. Students should be referred to the office in the event of lost items.

35. Students should not be sent out of class to photocopy material. Teachers should go to class prepared with all class requirements.

36. No eating or drinking is allowed in class.

37. Teachers are not allowed to give private paid tutoring to students from MLS.

38. Staff members should not accept gifts from parents or students.

39. Any fund-raising activities should be approved by administration

40. Staff members are not allowed to conduct any form of commercial activity at school

41. Staff members wishing to be excused before the end of the school day or come in late in the morning should not miss any scheduled classes and submit a form to HR personnel for approval and signature

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NEW HIRE PROCESS

Hiring Process

1. Interview with Head of Department (technical aspects) and Head Teacher
2. Technical skills assessment as per requirements of individual departments (ex. model lesson – lesson plan sample)
3. Interview with Headmaster (administrative aspects)
4. Meeting with Vice-Principal/School Director
5. Fill in application and submit reference letters

Personnel

- Receiving list of all required documents
- Submitting all necessary paperwork
- Opening a file with Personnel

Head of Department

- Review of curriculum
- Receive teacher's curriculum guide
- Receive rules and guidelines of department

Head Teacher/Academic Coordinator

- Introduction to standards and benchmarks
- Receive instructions on curriculum planning
- Briefing on grading system and grading book
- Receive instructions on classroom management
- Receive instructions on teaching strategies
- Receive instruction on methods of assessment

Orientation (Faculty Handbook)

- Briefing on Code of Conduct and related forms

- Briefing on teacher's administrative duties
- Receiving all necessary paperwork ex. calendar. admin dates, forms
- Briefing on school activities
- Receive class lists and schedules

TEACHER JOB DESCRIPTION

Teachers create lesson plans and teach those plans to the entire class, individually to students or in small groups, track student progress and present the information to parents, create tests, create and reinforce classroom rules, work with school administration prepare students for standardized tests, and manage the duties and responsibilities of a Teacher

Overall Functions

• To teach and educate students according to guidelines provided by the School Curriculum Framework

• To teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Head of School.

Main Responsibilities

• Planning, preparing and delivering lessons to all students in the class.

• Teaching according to the educational needs, abilities and achievement of the individual students and groups of students.

• Adopting and working towards the implementation of the school development plan of the particular school they are giving service in.

• Assigning work, correcting and marking work carried out by his/her students.

• Assessing, recording and reporting on the development, progress, attainment and behavior of one's students.

• Providing or contributing to oral and written assessments, reports and references relating to individual students or groups of students.

• Participating in arrangements within an agreed framework for the appraisal of students' performance.

• Promoting the general progress and well-being of individual students, groups of students or class entrusted to him/her.

• Providing guidance and advice to students on educational and social matters and on their further education and future careers; providing information on sources of more expert advice.

• Communicating, consulting and co-operating with other members of the school staff, including those having posts of special responsibility and parents/guardians to ensure the best interest of students.

• Reviewing and evaluating one's own teaching and learning strategies, methodologies and programme/s in line with the Curriculum Framework guidelines.

• Advising and co-operating with the Head of School, Assistant Head, Heads of Department, Education Officers, and other teachers in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.

• Ensuring high standards of professional practice and quality of teaching and learning of the subject/s. Through effective dialogue, participating in reciprocal peer review and observation of class teaching practice by the Head of Department (subject/level) concerned.

• Participating in In-house education and training courses as well as in continuing professional development (PD) opportunities, and taking part in action research exercises.

• Maintaining good order and discipline amongst students under one's care and safeguarding their health and safety at all times.

• Participating in staff, group or other meetings related to the school curriculum, for the better organization and administration of the school.

• Contributing to the professional development of new teachers according to arrangements agreed with the Head of School.

• Providing the necessary information and advice to the designated personnel in the school and to provide all the necessary information regarding requisitions and arrangements in connection with the teaching of the subject/s assigned to him/her.

• Ensuring the optimum use of equipment normally used by oneself during lessons and sees to its regular servicing and maintenance.

• Participating in school assemblies.

• Registering and monitoring the attendance of students under one's care.

• Sharing in any possible and reasonable way in the effective management, organization, order and discipline of the school.

• Nurtures a culture where teachers view themselves essentially as facilitators of learning and reflective practitioners.

• Participating in and contributing to IEP conferences and reviews of students and collaborating with parents, Inclusion Coordinators and other professionals/stakeholders working with the student.

• Making use of audiovisual technological devices/aides (such as radio aids; projectors) and other adaptations during the delivery of the lessons.

<u>Mandatory:</u>

The school requires all professional personnel to earn at least six semester hours of credit or the equivalent during each five years of employment.

STRATEGIES FOR TEACHERS

The process you engage in preparing for classes will depend both upon the expectations of your department, the learning expectations of the school and the type of class for which you are responsible. Preparation involves:

1. Establishing instructional objectives (what it is you want students to learn)
2. Selecting instructional strategies (lecture, discussion, lab, individual presentations, group projects, etc. or a combination)
3. Selecting the appropriate materials (texts, handouts, films, videotapes, etc)

Establishing Instructional Objectives

Your first step in teaching preparation should be to establish the level of performance you expect from your students. This may necessitate your administering a diagnostic test or assessing an in-class essay in order to determine what students already know and what they need to learn. After assessment, your next step is to choose the means of instruction that will enable students to perform at the level you expect.

The Bloom Taxonomy proposes six educational objectives which move from lesser to greater levels of abstraction and complexity in the thinking processes required of students.

Instruction can be organized around one or more of these hierarchically arranged objectives:
1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Particular teaching styles tend to lend themselves to the accomplishment of certain objectives rather than others.

For example, lectures facilitate learning at the lower end of the taxonomy -- knowledge, comprehension, and application, while discussions or other more interactive teaching styles tend to facilitate higher order objectives -- analysis, synthesis, and evaluation. Under ideal circumstances your choice of teaching style should reflect the level of thinking and learning in which you want students to be engaged.

Selecting Instructional Strategies

Once you have decided upon your objectives for a particular course, unit or lesson, it is then necessary to choose instructional strategies which are appropriate to them. Matching instructional strategies to general objectives is an important part of the planning stage. To help match teaching strategies to your objectives, you might ask yourself some of the following questions:

1. When should I lecture and when should I hold a discussion?
2. When should I be showing students how to do something and when should I encourage them to try it themselves?
3. When should I respond to a student question (give information) and when should I encourage other students to respond (give opportunity for students to practice skills)?
4. If I see someone make a mistake in lab, when should I correct the mistake and when should I let the student discover it?
5. When should I review important concepts orally and when should I use handouts?
6. If I need to show students a lot of formulas or graphs, should I derive or draw them during class or prepare handouts and discuss them myself?
7. When should I rely on my own expertise, and when should I seek outside sources (films, slides tape programs etc.)?

By considering such questions, you can begin to formulate strategies and techniques which match the general objectives you have set for students.

Having established goals and objectives you now have the opportunity to implement these plans in a variety of ways. It is important to remember that "the instructional strategies and techniques that you adopt as a teacher bespeak your attitudes about yourself and your students and your respective roles in the teaching process."

Differences in teaching styles, and their implications, are described in a number of ways by different authors. One model proposes three potential foci in teaching which include:

1- Subject Matter Centered

Teaching is organized around the goal of helping student's master principles, concepts, analytic tools, theories, facts, etc. in a particular discipline.

2- Teacher Centered

Teaching is organized around the goal of helping students learn to approach problems in the field as professors approach them ...concentrating on transmitting segments of knowledge that are considered 'standard' in the field.

3- Student Centered

Teaching emphasizes the personal development of the whole student, organizing class sessions around the desire to help students develop as individuals along all dimensions.

The aim is to improve not only the students' analytic skills but also their ability to use their intuitive, non-verbal powers.

These categories are not, of course, mutually exclusive. Throughout the duration of the quarter you might use elements of one or another approach depending on what you want your class to accomplish. The approach you adopt will most likely reflect your assumptions about the fundamental nature of student-teacher relationships.

Another approach to the discussion of teaching styles focuses on the amount of interaction between students and teachers which is built into the classroom situation. A significant body of educational research has concluded that the more active involvement students have in the learning process (through discussions, question and answer sessions, group projects, presentations, etc.), the more information they retain and the more enjoyable they find their experience.

Utilizing an interactive teaching style may result in the following benefits for students:
1- Students become active rather than passive participants in the learning process
2- Students retain information longer
3- Interactive techniques are democratic processes and thereby give students experience in collaborating and cooperating with others
4- Problem-solving and critical thinking skills are enhanced in discussion settings
5- Some students may learn better in a group situation
6- Self-esteem is enhanced by class participation
7- Students are given the opportunity to clarify their beliefs and values
8- Student motivation for future learning is increased

In general, there is considerable evidence to indicate that teaching techniques which maximize interaction between students and teachers, and among students themselves, tend to emphasize cognitive tasks at the higher levels of Bloom's taxonomy of educational objectives. So, in choosing an instructional style for your course, it is helpful to keep in mind what it is you feel is most important for your students to be learning. The means through which your objectives are carried out may either facilitate or hinder what you are trying to accomplish with students.

A Successful Lesson

a. Stating objectives at the beginning of a lesson
b. Outlining the lesson content
c. Signaling transitions between parts of a lesson
d. Indicating important points in a lesson
e. Summarizing the parts of the lesson as the lesson proceeds
f. Reviewing main ideas and facts covered in a lesson: at the end of a lesson and at the beginning of the next lesson

Preparing for the Lecturing Component of the Lesson

The lecturing component should not simply transmit information; books are more efficient. It should provide structure and organization to scattered material, help pace student learning, or reinforce assigned reading by providing an alternative perspective or source of information.

1- Planning

First consider your audience and their background and skills. You neither want to talk over their heads nor patronize them. You will be more effective if you try as much as possible to draw on knowledge they already have or appeal to experiences that, by analogy, suit the topic.

Ask yourself:
a. How does this fit into the course as a whole?
b. What are your objectives?
c. Do you want to provide the students with an overview of the subject, give them some background information, or provoke them into further contemplation?

Once you've decided that the nature of your topic is indeed suitable for a lecture and considered both your objectives and the knowledge level of your students, you still want to make sure that what you need to cover will fit within the time allotted. "There is so much material and too little time." However, good organization will enable you to eliminate irrelevant material so that you may cover important points more thoroughly.

2- Generating an outline

Once you have determined your subject, formulate one general question which covers the heart of it. Take time to write it down and study it. Then generate three or four key points which you could develop to answer this question. Note these down under the question. You are now gazing at your outline.

3- Filling in the outline

Your next task is to define the elements of your key points and generate effective examples or analogies for each. Examples generated "on the spur of the moment" in class tend to be trivial; if prepared in advance, examples can both illustrate a particular point and broaden students' understanding of the subject. Think the examples through carefully and consider ways to illustrate them with board diagrams, slides or demonstrations etc.

4- Reviewing the material

Demonstrating that you know more than your students is easy; teaching is more difficult.

An in-depth understanding of the subject is often necessary for dealing with the bright, inquisitive student who asks a relevant question that is not covered in the text. Ideally, you will be assigned to a course in the area of your particular expertise, but you should still review material to refresh your memory, and you might try explaining it to someone else as a way of anticipating students' questions and problems.

5- Points to remember
    a. Speak clearly and loud enough to be heard
    b. Avoid distracting mannerisms
    c. Provide an introduction
    d. Present an outline
    e. Emphasize principles and generalizations.
    f. Repeat your points in two or three different ways
    g. Stress Important Points
    h. Pause for students to understand or write or ask a question

6- Ways to begin a class

Having prepared an interesting, detailed class, it is still sometimes difficult to decide upon a way to begin once you are in the classroom. Here is a list of possible techniques for beginning a class, many of which rely on some kind of "hook" to capture students' attention from the start.
    a. State a question which will be answered (or at least better understood) by the end of the class
    b. Pose a problem
    c. Give an example of the phenomenon to be discussed
    d. Tell a personal anecdote or one about a friend or famous colleague.
    e. Create a demonstration which illustrates the topic, or puzzles the students.
    f. Provide a review of some previously covered material, when directly related to and essential for understanding the current class
    g. Provide an overview of the class
    h. State the objectives to be accomplished
    i. Tell a funny story or joke, if relevant to the material

Preparing for Discussions

Discussions differ from lectures in many ways. A major difference is that the students can be more active and that there can be more personal contact. Good discussions give students an opportunity to formulate principles in their own words and to suggest applications of these principles; they help students become aware of and define problems implied in readings or lectures; they can also increase students' sensitivity to other points of view and alternative explanations. Your job is facilitating and moderating the discussion, not doing all the discussing. Some teachers tend to over-manage the situation.

Remember that the discussion isn't just a matter of your communication with your students; it's a chance for your students to share ideas and pool resources. Many discussion leaders overlook this potential and end up trying to carry the whole conversation themselves.

There seems to be an unfortunate misunderstanding about the amount of preparation that discussions require. Too many teachers assume that you can "just walk in" to the classroom and begin useful discussion. It is as if they feel that, with a basic understanding of the subject, they can rely upon their students for 40 or 50 minutes. However, a good discussion takes a great deal of prior planning and review of the subject matter. To begin with, the content itself must be reviewed and brought up to date.

Prior planning also enables you to anticipate the kinds of questions that will emerge during the discussion. In this way, you can provide more appropriate and helpful sorts of answers to those questions. You can also consider how the questions might be referred to other students, thereby helping them to reinforce their understanding.

Before class decide on the following:
    a. What kind of discussion is most useful for your class?
    b. Is there a certain topic to be discussed?
    c. Does the group have to reach a conclusion or come to an agreement?
    d. Is there subject matter that must be learned?
    e. Is the class a forum for expressing and comparing views?
    f. Is it important that the students carefully analyze the topic or that they learn certain skills?

Once you have decided what kind of discussion you want, tell the students. It is easier for everyone if the goals for the class have been clearly stated.

Implementing Discussions

Before you can successfully implement a discussion session, you will need to become aware of the implicit set of attitudes and messages you bring into the classroom with you. Your reactions, your responses to students, the attitudes you project in your actions -- all suggest to your students the sort of interaction they can expect. The way in which you field students' comments will give the most important clue. No one wants to feel that their remark will be put down or put off.

Students are also sensitive to what they think you really want. Your students will try to read you so that they can respond appropriately. Be sensitive to the clues you give them.

There are a number of techniques you can use in opening up discussion. The most obvious is to draw upon students' questions and comments and to enlarge upon them with your own remarks.

What do you do if the subject matter is new and your students are too? You may want to write several statements or questions beforehand and use these as a springboard.

When you start a discussion with a question, ask open-ended questions which will get students thinking about relationships, applications, consequences, and contingencies -- rather than merely the basic facts.

You'll want to ask your students the sorts of questions that will draw them out and actively involve them, and you will also want to encourage your students to ask questions of one another. Above all, you must convey to your students that their ideas are valued as well as welcomed.

Some behaviors to avoid when asking questions are:
   a. Phrasing a question so that your implicit message is, "I know something you don't and you'll look stupid if you don't guess right!"
   b. Phrasing a question at a level of abstraction inappropriate for the class - discussion questions need to be phrased as problems that are meaningful to student and teacher alike.
   c. Not waiting long enough to give students a chance to think. The issue of "wait time" is an often ignored component of questioning techniques. If you are too eager to impart your views, students will get the message that you're not really interested in their opinions.
   d. Most teachers tend not to wait long enough between questions or before answering their own questions because a silent classroom induces too much anxiety in the teacher. Try counting to 10 slowly after asking a provocative question to which you are just dying to respond yourself. Students don't like a silent classroom either. Once they have confidence that you will give them time to think their responses through, they will participate more freely.

Maintaining Control over Discussion

To speak of "controlling" a discussion may be misleading since in this setting what you are really doing is relinquishing control over the learning process to your students.

Running a discussion skillfully requires creating a context of "organized spontaneity" in which "the good discussion leader gives the students opportunities and incentives to express themselves and develop skills within the otherwise somewhat passive context of the lecture course."

One of the keys to facilitating a discussion is to guide its course without appearing to do so. Here is a list of some common difficulties teachers encounter in leading discussions which relate to the problem of "control", and some suggestions for overcoming them.

   a. If you habitually can't get discussion started you first need to pay more attention to the topics you're picking; they may not be broad enough. Or you may not be using good questioning skills or putting people on the spot or embarrassing them.
   b. If one or two students consistently monopolize the floor there are many causes at work, but the end result is a great deal of tension. You don't want to reject the one student, but then you don't want to alienate the rest of the class. You may want to take one of two approaches. Either you can use their comments to throw the

discussion back to the class or you can acknowledge the comments and offer another outlet.

c. If there is a lull in the discussion, relax. This doesn't mean you've failed. Every conversation needs a chance to catch its breath. It may mean that your topic is exhausted or it may be a pause for people to digest what they've heard. If the lull comes too frequently, though, you may need to give more attention to the types of topics you're picking. You may also be inadvertently shutting down discussion by dominating rather than facilitating.

d. If students are talking only to you instead of to each other, you are probably focusing too intently on the speaker. You can help students talk to each other by leading with your eyes, looking occasionally at others in the room. This will lead the speaker to do likewise.

e. If there are students who seldom or never talk, see if you can find out whether they are shy, confused, or simply turned off. Watch for clues that indicate that they might want to speak up. However, be careful that you don't embarrass a student into participating. You may want to make a point of talking to this student before or after class to indicate your interest.

f. If you run out of material before the end of class, ask your students if there are other topics they might be interested in discussing

g. If a fight breaks out over an issue, then you've got a hot topic on your hands! Facilitate! Your major task here is to keep the argument focused on the issues. Don't let it turn personal, under any circumstances.

Questioning in the Classroom

Strange as it may seem, many teachers are ill at ease when students ask questions. For some reason they have not learned how to field questions. Fielding is a broader concept than responding; responding is but one fielding option. The skill of fielding student questions is vital for a teacher who wants students to think about the topic of study; one result of student thinking is student questioning.

If there are few student questions, it may be that students are not attending to the teacher's remarks and not thinking about the topic at hand. Alternatively, students may be afraid to ask questions because they think they will be put down. It is also possible that students do not ask because they believe that the teacher doesn't want them to ask questions. That is, the teacher somehow discourages students from asking questions. This discouragement is rarely explicit; few teachers actually say, "Don't ask me any questions." Generally the discouragement is implicit. It comes from the negative way a teacher fields a student question.

It is difficult to explain why teachers discourage student questions in this way. However, some tentative reasons can be offered. Teachers feel the need to be in control of both the content and of the procedures in the classroom. They feel that they need to "cover" the established course content. Time is precious. There is never enough of it to cover the material. Thus, they discourage student questions because the questions may lead them away from their material.

Teachers also want to appear knowledgeable to their students. Student questions may embarrass the instructor who is unable to respond adequately. In short, instructors fear that they may lose control or lose face if students ask questions.

The potential for loss of control and loss of face is real. It surely is possible for a teacher to go off the track and appear to lack knowledge. However, it is also true that the fear of this happening is overdrawn and the probability for it to occur is low. The teacher must weigh the advantages gained by permitting and encouraging questions against the need to maintain tight control.

By learning how to use questions effectively in the classroom, teachers can accomplish a number of interrelated goals. First, by engaging students in a question and answer dialogue, the usual "one-way" flow of information from instructor to students is transformed into a more interactive process. Students become more active participants in their own learning. In addition, skillful questioning can encourage students to engage in higher level cognitive processes (analysis, synthesis, and evaluation), thus helping to develop their capacity for critical thinking.

Tactics for Questioning

a. After asking a question, wait for a response. Do not answer the question yourself, repeat it, rephrase it, modify it, call on another student to answer it, or replace it with another question until you have waited at least three to five seconds. Students need time to think about the question and prepare their responses. The research indicates that with a wait-time of three to five seconds, students respond more, use complex cognitive processes, and begin to ask more questions. One word of caution is in order here, though.

b. Sometimes when teachers reword questions because they believe that the initial question is unclear, the result is greater student confusion. Students may not know which question to try to answer. In short, ask a question, wait, and thereby express your expectation to receive a response and your willingness to listen to it. Be patient.

c. Ask only one question at a time. Do not ask a string of questions one after the other in the same utterance. A series of questions tends to confuse students. They are not able to determine just what the teacher is requesting from them.

d. When student questions are desired, request them explicitly, wait, and then acknowledge student contributions. "Indicate to students that questions are not a sign of stupidity but rather the manifestation of concern and thought about the topic. Be very careful not to subtly or even jokingly convey the message that a student is stupid for asking for a clarification or restatement of an idea already raised in class or in the text.

e. Use a variety of probing and explaining questions. Ask questions that require different approaches to the topic, such as causal, teleological, functional, or chronological explanations. Avoid beginning your question with the words "why" and "explain", and instead phrase your questions with words which give stronger clues about the type of explanation sought. A variety of probes can also be used to stimulate different cognitive processes. For example, suppose that a student in a sociology class has stated that a woman's most important role in society is to be a

mother. The teacher could probe that statement by asking, "Why do you say that?" However, it might be more stimulating to ask the student or the class a whole, "What are the positive and negative consequences that arise within a family when a woman devotes herself chiefly to being a mother?", or "What actions would you expect the government to take if and when it incorporates your idea into its social and economic policy?"

Rewarding Student Participation and Providing Feedback

In responding to student questions there are a number of guidelines which can positively reinforce good student responses and facilitate further discussion.

a. Praise the student in a strong positive way for a correct or positive response. Especially when the response is long, the teacher should try to find at least some part that deserves praise and then comment on it.
b. Make comments pertinent to the specific student response. This response gives an excellent rating to the student in an explicit and strong form. It also demonstrates that the teacher has listened carefully to the student's ideas.
c. Build on the student's response. If the teacher continues to discuss a point after a student response, he or she should try to incorporate the key elements of the response into the discussion. By using the student's response, the teacher shows that he or she values the points made. By referring to the student explicitly by name the teacher gives credit where credit is due.
d. Avoid the "Yes, but ..." reaction. Teachers use "Yes, but ..." or its equivalent when a response is wrong or at least partly wrong. The overall impact of these phrases is negative and deceptive even though the teacher's intent is probably positive. The "Yes, but ..." fielding move says that the response is correct or appropriate with one breath and then takes away the praise with the next. Some straightforward alternatives can be recommended: Wait to a count of five with the expectation that another student will volunteer a correct or better response. Ask, "How did you arrive at that response? (Be careful, though, not to ask this question only when you receive inadequate responses, ask it also at times when you receive a perfectly good response). Say, "You're right regarding X and that's great; wrong regarding Y. Now we need to correct Y so we can get everything correct." Say, "Thanks. Is there someone who wants to respond to the question or comment on the response we've already heard?"

Selecting Instructional Material

a. Instructional media materials should be used selectively -- they are most beneficial when they fit your instructional objectives. Before opting to use certain materials, ask yourself: Would the information be more effectively presented in another way? Is there a strong possibility that attitude or behavior change will be an end result? Will the presentation improve recall or help students remember important facts, enhance the quality of discussion, or increase students' ability to

apply information? Attractive as they may be, instructional media materials are only as good as the planning, thinking, and preparation which preceded their use.

b. Perhaps the most widely used medium of instruction is the board. The guiding principle of board work is: Look at your writing as though you were a student in your own class. Almost anything you put on the board will be clear to you. The task, however, is to make your presentation clear to your students. Some points to keep in mind while you are using the board are:

i. Students must be able to see and to read what you have written.
ii. Your board work must be organized so that students will be able to interpret their notes later
iii. Erase only when you have run out of space to write.
iv. If you find that you have made a mistake, stop.
v. If you are presenting material that you want students to duplicate in their notes, you need to give them time to copy what you have written.
vi. Avoid using the board as a large doodling pad.
vii. Find out if you are using the board effectively by asking your students or by looking at their notes

Building a Supportive Classroom Environment

A most important ingredient of teaching is your classroom style. What should the teacher-student relationship be? Our suggestion is that you be natural and honest. The teacher-student relationship is basically another human relationship. Others involve role-playing in which we act according to some set of social standards which seem appropriate for the situation. You are more likely to be a successful teacher if you accept the facts of the situation: you have more experience and knowledge than the students and you are being paid to help them learn.

The following suggestions may be helpful in establishing the kind of classroom environment which will facilitate students' learning and make your experience as a teacher more comfortable as well:
1. Learn student names as fast as possible
2. Provide non-verbal encouragement. Provide a secure, reassuring, positive atmosphere. Maintain eye contact with students. Move around the room. It is important that you be animated and expressive in your presentation. Control nervous mannerisms. Students react positively to teachers who seem to be firmly in control of the situation.
3. Avoid judging students. Without realizing it, teachers can exhibit judgmental behaviors that discourage students by making them feel even more inadequate than they already may feel.
4. Learn something personal about each student.
5. Provide specific positive reinforcement. The key here is specificity. Students will sense a lack of genuineness if you compliment profusely and generally, but if you can pick out one particular element of their work or one particular aspect of their

attitude that you like, your comment will have much more meaning. Some students feel uncomfortable about receiving compliments at all and will become even more uncomfortable if the compliments continue. An understanding of basic body language and facial expressions is helpful in this instance.

6. Make yourself available. Students who need extra help or guidance should always be able to find you. Also, be in class for all of your allotted time. Perpetual tardiness can give students the idea that promptness is not something you care about.

7. Never humiliate a student. Although you don't intend to humiliate students, you may inadvertently interact with them in ways that are embarrassing or that make them uncomfortable. Avoid sarcasm with students, as well as teasing that is destructive in nature.

8. Be as positive as possible. Voice quality, for instance, is extremely important. Be energetic and bright in your inflection. A monotone or a deep, tired voice will give away your lack of interest. Be willing to laugh in class, and encourage your students to laugh as well.

9. Read inattentive behaviors. Some behaviors to look for are shuffling or shifting in chairs, persistent coughing by one or more students, glances at other students or watches, stacking books when there are five minutes left in the class period. Also notice posture, attitude or lack of eye contact. When you notice such behaviors, your response should be immediate and decisive. Silence is often effective in regaining student attention. Calling the student by name to engage him or her in conversation should dispel the student's inattention. Moving about the classroom can alleviate inattention. If a student senses your presence close by, he or she may become more alert. Changing the pace of the class can be most effective. For example, switching from lecture to small-group activity can wake up the class.

10. Commit yourself to at least one individual conference with each student. These conferences need not be long when the students do not have significant problems. For those students with significant problems, however, the conference is crucial.

11. Inform administration when high risk patterns develop. Examples of high-risk patterns are several missed assignments, below standard quiz / test grades, disruptive behavior in class or perpetual tardiness,

The Curriculum

The first day of class can be an anxious experience for your students. Students enter the first day of class with many questions:
1. Is the class going to meet my needs?
2. Is the teacher competent?
3. Is the teacher fair?
4. Will the teacher care about me?
5. What does the teacher expect from me?

6. What will I need to do to get a good grade?

The curriculum addresses the question of whether the class will meet student needs by presenting an overview of its scope and coverage. The issue of competence is less obviously handled by your curriculum; however, the students will make judgments about you based on such curriculum factors as course structure and organization, how well learning activities are tied to course goals, and how clearly you have delineated your goals, policies, and expectations. The issue of fairness is covered by your statements of policies and expectations. Whether or not you care about your students will come across mostly in face-to-face interactions; but your students will also make judgments on how much you care about them based on curriculum contents. What you expect of your students and what the student needs to do to get a good grade are covered by your statements of goals, policies, and expectations.

The ideal curriculum should include a basic reference document for both you and your students, which details policy statements, statements of course requirements and calendar.

Class-lists and Grade-books

You will receive a class-list at the beginning of the academic year. Make sure to update your class-list when any changes occur. Your class list is the basis for your grade book. Keep organized detailed information of student performance updated in a timely fashion. It is always advisable to have at least one duplicate copy of your recorded grades in the event that your grade-book is misplaced. The use of computer generated spreadsheets may also be an efficient way of keeping track of student grades, attendance patterns and general background information.

Classrooms

Once you receive your schedule you will know what rooms you are teaching in. If you want to use the library, computer lab or other school facilities schedule a time with administration.

Seating is a prime consideration, and it can do a great deal to either facilitate or hinder what goes on in your classroom. The traditional rule of thumb is to make sure that students are clearly within the teacher's range of vision. There are a number of ways to arrange seating. For example, if you want to encourage discussion, place desks or chairs in a circle or horseshoe. If you plan to lecture, arrange the furniture so that all students can easily see you without straining. Feel free to have students move their chairs several times during a class. For example, you might have them move into a circle for discussion, into a small group for in-depth exploration of a topic, and back to rows for your lecture.

Classroom Management

In most cases you eventually will face students who present various kinds of management problems. A common example is the student who wants to talk too much, frequently on irrelevant material. You can treat these students with respect but make it known that they are overpowering the discussion; by systematically calling on many members of the class, you can often get a very active class. The students seldom want one person to dominate any more than you do. Frequently it is useful to talk to the offender outside of the class. Students usually respond to your request for less or different participation on their part. Sometimes they lapse back into the old pattern. It is a natural pattern for this kind of student. Remember that these students are seldom deliberately destroying the class; they think that they are adding to the class with their participation. Don't hesitate to remind them politely if they forget their talk with you. One technique which is often effective with wisecracks and insults is to treat them as straight-forward, non-evaluative statements. Treat sarcastic remarks as if they were not sarcastic. Some such remarks should, of course, just be ignored. Either treatment takes the sting out of the comment because you are not responding the way the wisecracker wants you to. Just refuse to play the game.

Resolving Disagreement

Dealing with a student who disagrees politely, calmly, rationally is a pleasure. If you state your position openly, calmly, and rationally, the two of you are almost certain to reach a reasonable solution. It is with open hostility or conflict that most problems occur. Here are some suggestions for dealing with confrontation:
1. If the confrontation occurs in a public setting, attempt to remove it to a private setting, often the confronter relies on the public nature of the attack and the encouragement of other students to press the argument.
2. Listen carefully, openly, and professionally to the full criticism or grievance. Do not attempt to respond to allegations made during the narrative. Let the critic express all existing problems. Repeat the main points of the argument, as you understand them, to be sure both of you see the same issues.
3. Accept any valid criticism and state your intended corrective action. Show a genuine willingness to compromise where you feel it is appropriate.
4. Explain that you have different thoughts on the issue and would like an opportunity to express your point of view. State your opinions, and allow your critic to respond.
5. If it appears that the issue cannot be resolved in a mutually satisfying way, indicate regret that there remains a difference in view. Restate your position, making clear any action you intend to take.
6. Move in a polite and professional manner to close the conversation.
7. If the critic becomes agitated, remain calm. Often your remaining calm will return the conversation to a more placid tone.
8. It sometimes helps to ask administration to join in a confrontation, if the colleague can remain neutral and point out possible routes for solution of the problem. The student can also see the other person as a guarantee of fairness in the proceedings.

GRADE LEVEL LEADERS (GLL)

Duties & Responsibilities

• Reporting to the Headmaster and his deputy due to the diverse nature of their tasks.

• Coordinate, and manage grade level functions and team events such as field trips and parent conferences.

• Request and monitor needs related to the acquisition and use of class materials and instructional technologies.

• Schedule and conduct team meetings whenever needed by the grade level teachers.

• Represent the grade level teachers at school leadership meetings and /or to raise unified concerns to leadership.

• Participate with other school staff in data analysis activities related to their grade levels.

• Coordinate the scheduling of grade-level assessments and students' seating arrangements.

• Assist in grade-level discipline issues in coordination with the head of discipline, when there are common concerns regarding students from most grade-level teachers.

• Obtain approval from the appropriate staff member (AC, Head of Discipline, Deputy, or Headmaster, depending on the nature of the initiative) for initiatives beyond the current list of duties.

WORKING HOURS

Teachers are expected to be in school with sufficient time to adequately prepare for and teach their prescribed classes. They will remain at school until such time as their professional duties are satisfactorily completed. In addition to assigned classes and other teaching and supervisory responsibilities, they are to be available for staff meetings, consultations, assemblies, extra-curricular activities, and extra help. Official school hours

are from 7:45 am to 3:20 pm. All staff members are required to sign in & out every day. Failure to do so will be considered as an absence.

BEGINNING & ENDING OF CLASSES

Instructional time is a limited, precious resource. It is to be protected and used to its maximum benefit for learning. To assist in keeping accurate time, a bell will ring indicating the beginning of each period (Tardy Bell) and another one will ring indicating the end of the period. Classes are to begin promptly and be dismissed at the correct times each period. Please do not dismiss classes early.

SUBSTITUTION

All teachers are hired with the expectation that they attend regularly. Absence for reasons other than illness or professional reasons is strongly discouraged. In case of absence, teachers are required to contact the Substitution Coordinator before 6:30 am to give the administration ample time to find a substitute.

It is imperative that every teacher has 'Detailed Emergency Lesson Plans' in a file with the

Head of Department. **These plans should be sufficient to cover at least three days of absence and should be changed weekly every Thursday**. Remember that all teachers appreciate having something productive for the students to do.

PROCESS FOR SUBSTITUTION

1- Absent teacher should send a Whatsapp message to Substitution Coordinator, Department head and Headmaster by 7:00 am maximum.
2- Absent teacher should send an email to Department Head copying Substitution Coordinator and Headmaster, detailing the work for the day for each class/period with attachments. The email must state the reason of absence.
3- Head of Department will review, print and prepare substitution material and hand it to the Substitution Coordinator.
4- Substitution Coordinator will assign substitution duties for the day as per the following:
   a. 1st priority to same subject / Department (heads & teachers)
   b. 2nd priority to English speaking teachers
   c. 3rd Priority to the Permanent Substitution Teacher
   d. 4th priority to all other staff

5- Substitution Coordinator will inform substitution teachers at the start of the school day and will hand them substitution material.
6- Assigned teachers should return material from class to the Head of Department after subbing the class and before the end of school day.
7- Absent teachers should pick up the material from the Head of Department.
8- The Substitution Coordinator will keep a weekly log of substitution to ensure that substitution is assigned according to the following:
   a. Maximum load for classes per week for teachers is 24 classes (regular classes+ substitution + duties)

STAFF ABSENCE

It should be noted that MLS absence policy allows 3 days of incidental absence per school year, these days will not be deducted from the salary, however a form from the administration office should be filled out by the staff member and signed by the headmaster/mistress then submitted to personnel

Foreign hire has 10 days of paid sick leave while local hire has sick leave with a 25 % deduction from the basic salary. Upon return, the staff member is responsible for completing and signing the absence form. All absences due to illness require a medical report from the medical insurance provider or from the national medical insurance and must be submitted to the HR personnel

For foreign hire if the sick leave exceeded 10 days it will be fully deducted from the salary.

ATTIRE

Proper dress is a professional responsibility. It is expected that teachers will dress in a manner appropriate for adults in a professional setting and with respect for the cultural environment and with awareness of our responsibility to our students as we are important role models. Dress code for staff members is smart casual, please refrain from wearing tight or revealing clothing. Flip-flops are not allowed. Sportswear for non-PE staff is not allowed.

PERSONNEL PROCEDURES

All professional staff should be aware of personnel requirements. All personnel requirements & procedures are to be communicated with the HR personnel.

STAFF COMPLAINTS

As in any workplace, employment related misunderstandings and problems may arise. In such situations, staff members should discuss any problems with their immediate supervisor keeping in mind that administration will always do its utmost to solve individual problems and maintain harmony among staff members. If satisfaction is not achieved, the matter can then be submitted in writing to the Headmaster/ Headmistress then to the Vice-Principal. Discretion will be applied to all matters referred to the administration.

RESIGNATION, SUSPENSION AND TERMINATION OF STAFF MEMBERS

Staff members that resign prior to the completion of their contracts must submit a written notice via formal email (CC School Principal) at least 2 months before carrying out such an action. In such cases, salary will be paid only until the last day of active duty.

Actions of suspension or termination of a staff member's contract will only take place after a full and comprehensive review of the issues in question and will be determined by the Principal.

Immediate dismissal will take place under the following conditions:

- Failure to adhere to the terms of the contract
- Excessive absences (more than 10 consecutive days without excuse or 20 separate days during the year)
- Gross misconduct

SECURITY

All staff members should be continuously aware of security matters. Never leave money in the classroom and valuables should never be left unattended. Classrooms should be locked when not in use. Students should not be given keys to any rooms.

EMERGENCY EVACUATION

In the unfortunate case of fire in the building, students and teachers will follow the following procedures:

- It is imperative that you remain calm and composed. Do not panic, as this will immediately reflect on the students.
- Make sure that students remain calm and follow your instructions.
- Each class will stand in a line outside the classroom.
- Classes must follow teachers out of the building using the stairs appointed.
- Make sure students remain on the right side of the stairs.
- First floor classes will move first, followed by second then third floors.
- Students must take their morning line position in the playground.
- Make sure students do not run, but move at a brisk pace within their class file.

ACCIDENT REPORTING

All accidents, except those of a mild nature must be reported to the administration as well as the school's physician in order to ensure proper treatment. Parents will then be notified and arrangement for pick up, if needed, will be done through the office.

PHOTOCOPYING

Teachers may request photocopying of instructional material up to 35 copies for each class by submitting a written request with the material to be photocopied. Please realize that some time is needed to fulfill requests, therefore requests should be made a day in advance. Teachers are asked to be mindful of the cost of paper and are encouraged to limit photocopying. Requests for large amounts must be submitted to the administration. Students should not be asked to photocopy material.

INTERNET BOOKING POLICY & PROCEDURE

General Conditions
1. Internet speed for Misr Language Schools is 50MB

2. Internet speed for American & IG is 16MB

3. There are approximately 240 computers in the American & IG Building

4. High School have an approximate number of 240 computers connected to the internet (students + teachers)

5. The above numbers change annually depending on student and staff numbers

6. School policy dictates that no mobile / smart phones are allowed to access the school internet for any reason

Internet Booking Policy

1. At the beginning of the academic year, the High School System Admin (HSSA) registers the Mac Address of all student computers that will connect to the school internet

2. HSSA creates a separate network for student's computers to avoid viruses, malware, etc.

3. HSSA places a weekly Internet Booking Form in the High School Staff Room on Wednesday of each week

4. Staff members fill in their internet requests for the week according to their lesson plans.

5. HSSA takes the weekly Internet Booking Form on Thursdays each week (end of day) and is responsible for configuring the access points accordingly with passwords for each lesson/class

6. HSSA sends the internet passwords daily to teachers by WhatsApp messages

7. HSSA send all passwords daily to HM by WhatsApp

8. In the case of a teacher needing internet for a class that has not been pre-booked in the Internet Booking Form for any reason, the teacher can send a WhatsApp message to HSSA 24 hours before class time

9. HSSA can change passwords during the day for any technical reason, and will accordingly send WhatsApp messages to teachers to inform them of the change

10. Teachers are responsible for preventing students in class from using smart phones or tablets or any device that does not have a registered MAC address with HSSA

11. HSSA is authorized to cut the internet connection to any classroom if it is proved that student/s is accessing the school internet using a smart phone or tablet

STUDENT RECORDS

All student files that contain disciplinary referrals & personal information are kept in the administration. Teachers are expected to examine their students' records in order to familiarize themselves with the student's past performance and abilities. Student files must be reviewed in the administration building. All information is considered confidential and should not be made available to non-school employees.

SCHOOL UNIFORM

- Students are required to come to school in uniform.
- Pants must be plain dark blue not black. With no logos or writing except school logo
- T shirts and polo shirts are dark blue or red or white. With no logos or writing except school logo
- Sweatshirts and hoodies are plain dark blue, red, white, ash grey. With no logos or writing except school logo
- No sandals or slippers

Violation of School Uniform Policy:

1st Incident
- Correction of violation
- Guidance and warning by   supervisor
- Student signs pledge of no repeat
- Parent informed
- Violation documented in student file

2nd Incident:
- Parent and student sign pledge of no repeat
- Violation documented in student file 1-3 days suspension

3rd Incident:
- Board examines student case for maximum 10 days temporary dismissal

ATTENDANCE

Attendance should be taken diligently for each class. Class teacher should be informed in writing of students who skipped class..

It is each teacher's responsibility to keep an accurate record of attendance every lesson and report attendance problems to the attendance Coordinator. Academic credit will be affected by excessive absences, so records are essential.

Students leaving school early must obtain permission from the administration.

The maximum number of days that any student may be absent during the academic year is 16. Any student who is absent must submit to the administration a note signed by the parent or guardian indicating reasons for the absence. Absences will be classified as either excused (meaning work can be made up) or unexcused (meaning work cannot be made up).

Parents will be sent warning letters if student's absence has exceeded the quarterly quota of days whether excused or otherwise.

TARDINESS

Students arriving at school after 8:15 am must report to the Discipline office. Under no circumstances, should any teacher allow a student who is late to enter class after this time. All teachers are expected to keep accurate records of all student tardiness. Disciplinary actions will be administered to students who demonstrate a pattern of being late. MLS has in place a computerized bell system to indicate the beginning and ending time of each period.

ATTENDANCE AND TARDY POLICY

I-General Guidelines

- As per the regulations of Cognia, our accrediting agency, a student must attend 90% of the contact days to earn credits in any subject.

- **To ensure 90% attendance, the number of unexcused absence days allowed per quarter is 4.**
- When a student's unexcused absence reaches 3 days in any quarter, the student will receive an email from the administration informing him/her of the warning. A link to an electronic form notifying the parent of the student's warning will be sent on Class Dojo for the parent to sign. **Important note: Unsigned forms will not affect the implementation of the policy.**
- Once the student has exceeded the 4 allowed unexcused absence days, he/she will only receive **85% of the quarter grade** (ex: if a student scored 90% on the quarter, the grade will become 76.5%; if a student scored 80% on the quarter, the grade will become 72%, etc.).
- If the student exceeds 6 absence days, he/she will receive **70% the quarter grade** (ex: if a student scored 90% on the quarter, the grade will become 63% - if a student scored 80% on the quarter, the grade will become 56%, etc.).
- When a student's absence exceeds 4 days in any quarter, the student will receive an email from the administration informing him/her of the deduction. The same for 6 days. A link to an electronic form notifying the parent of the student's deduction will be sent on Class Dojo for the parent to sign. **Important note: Unsigned forms will not affect the implementation of the policy.**
- Failing a quarter will put the student at risk of failing the school year.
- If this is repeated in another quarter, the student will most probably fail the school year – it is difficult to fail two quarters and pass the school year

II-Regulations for Excused Absences

a. **Illness:**

In case of illness, the parent must inform the school on Class Dojo before 2pm as mentioned above. A doctor's note should be submitted to the school on the day of the student's return. Late doctor's notes will not be accepted.

The school reserves the right to accept or decline a doctor's note depending on the absence record of the student.

a- **Suspected Covid-19 Infection:**

If a student feels unwell (fever, runny nose, cough, body aches, etc…), he/she **should not come to school.** The student's parent must inform the school of the absence and of the symptoms immediately on Class Dojo. As mentioned above, absences that are not communicated to school until 2pm will be considered unexcused, even if they have a valid reason.

If the student feels well the next day, he/she should return to school.

If the student still does not feel well the next day, he/she must continue staying home and conduct a PCR test, or bring a doctor's note upon return diagnosing the illness and confirming that he/she was not infected with Covid-19.

c- **Confirmed Covid-19 Infection:**

Students with a positive PCR test are to stay in home isolation for two weeks, after which they must present a negative PCR test in order to be allowed back to

school. The student's parent must inform the school of the student's siblings and/or any other student who was exposed to the infection too.

d- Sports Championships:

If a student is enrolled in a national sports championship, a letter from the sports club indicating the date and location of the championship must be submitted to the High School Office prior to the requested absence.

e- Extraordinary Circumstances:

If extraordinary circumstances force a student to be absent for a duration that will cause him/her to exceed the 4 allowed absence days per quarter, he/she must come to the High School Office to ask for an Absence Request Form **before** the absence takes place. The Headmaster reserves the right to deny the request, depending on the absence record of the student.

In case of unforeseen extraordinary circumstances (such as death in the family), a meeting should be requested with the headmaster who will decide whether the absence will be considered excused or unexcused, based on the situation.

If the absence must take place during an end-of-quarter exam period, then special accommodations may be arranged upon the approval of the Headmaster.

IMPORTANT NOTIONS TO REMEMBER:

 A **waived absence** is an absence deleted from the student's attendance record. It **is not counted** among the 4 allowed absence days, and is only granted in extraordinary circumstances, in the presence of adequate documentation submitted at the indicated times and upon the Headmaster's approval.

Unsigned forms will not affect the implementation of the policy.

III-Tardy
- 1st 5 times tardy = 1% deduction from grade of all subjects in the quarter
- 2nd 5 times tardy = 2% deduction from grade of all subjects in the quarter
- 3rd 5 times tardy = 4% deduction from grade of all subjects in the quarter
- 4th 5 times tardy = 6% deduction from grade of all subjects in the quarter
- Further tardy = Expulsion warning
- Further tardy = Expulsion
- Student will receive a **verbal** warning once he/she has been 3 times tardy
- A letter will be sent on class Dojo to inform parents of the deduction.

CLINIC VISIT POLICY & PROCEDURE

To cater for the emergency medical needs of its students, the American Division provides an on-campus school doctor present daily in the School Clinic during working hours, Sunday to Thursday, 8am to 3pm.

The school doctor is handed a list of the students diagnosed with medical conditions, have surgical history or suffer from known allergies against specific medicines. This information is compiled by the Administrators based on the Medical Information Sheet that every parent is requested to fill out (or update, in the case of returning students) and submit to the Administration Office at the onset of each academic year.

As students are allowed to visit the school doctor at any time during the school day, specific procedures are in place to ensure the efficiency of the process, the safety of the students and to ensure that instructional time is not squandered.

1)   The student requests permission from the teacher in the classroom to visit the Administration Office for the purpose of going to the clinic. If permission is granted, the teacher gives the student his/her Hall Pass to go to the office.

2)   At the Administration Office, the student requests the Clinic Pass from Mrs. Amani who logs the student's name in order to ensure the whereabouts of all students at all times.

3)   Clinic Pass in hand, the student then heads to see the school doctor.

4)   The doctor is required to log the student's visit on the school Intranet with the following information: name, grade, period of the day & teacher, diagnosis, treatment, necessity of visit (yes or no answer).

5)   The student heads back to the admin office where he/she and Mrs. Amani exchange Clinic Pass and Teacher Pass. [If the student has not returned to the admin office after 15 minutes, Mrs. Amani sends a floor supervisor to the Clinic to enquire.]

6)   The student then goes back to class accompanied by a floor supervisor, and returns the Hall Pass to the teacher.

7)   Mrs. Amani uses the Intranet report completed by the school doctor on a daily basis, to fill out her log designed by class with the name, date, teacher whose class was exited and whether or not the visit was necessary. Mrs. Amani uses her log for reference every time a student requests to visit the doctor (refer to Step 2).

8)   If the log indicates that the student has already visited the Clinic unnecessarily twice in a row, the student is henceforth denied the privilege of accessing the Clinic, unless sent by a teacher or the Administration itself.

EARLY RELEASE POLICY

- Students are not allowed to leave campus during the school day.
- No permissions will be issued for students. In case of emergency, the parent must call the Middle School on 01033106327 or the High School on 01028445594 and come in person to the reception to pick their son/daughter after approval.

- Athletic students must submit a stamped letter and/or schedule from their club stating the time and date of practice/tournaments.
- All documents must be emailed to Ms. Enas Adel (eadel@mls-egypt.org) in advance.
- No permissions will be issued without the proper documents.

E-LEARNING POLICIES AND PROCEDURES GUIDE FOR STUDENTS AND PARENTS

At MLS, our students' safety and well-being is our top priority. Due to the Covid 19 pandemic which has prohibited out students from being on school premises in a normal classroom setting, we at MLS have designed an e-learning program to maintain our educational standards and provide students with the best learning experience possible under the current circumstances.

The school is aware of all the challenges whether technical, social, or educational that might hurdle the learning process. So, we urge our parents to demonstrate flexibility and adapt ability to make our students learning experience a success.

Middle & High School

Students tend to be more independent at this age yet they still need proper guidance, encouragement and support at home and at school which is something we are very keen to provide in our online learning platform.

Working in Partnership

In order to achieve the utmost outcome from the distance learning, the school, parents and students have an important role to play.

We have set a few guidelines and expectations to ensure a smooth and successful distance learning experience.

Expectations of Teachers:

- Teachers will maintain a safe and healthy environment and will adhere to the schools' code of conduct treating students fairly and respectfully.
- Teachers will work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.
- Teachers are expected to be punctual & prepared for Zoom sessions.
- Teachers are available for students/parents communication Sunday to Thursday 8am to 3pm via our official channels.

- Teachers will redesign the content and adjust the pacing to allow all students to understand and absorb the content. Appropriate apps and resources will be used to set up work for students.
- Teachers will provide sufficient instructions and set clear expectations and deadlines for completion of assignments and tasks.
- All assignments and announcements will be posted on Microsoft Teams / Think Wave regularly and via what's app groups (Only Middle and High School)
- Teachers will do their best to grade all students work and provide continuous feedback as early as possible. Hence, commitment to due dates is a must.
- Teachers will monitor student participation and academic progress and provide instructional support using varied distance learning methods.
- Teachers will use online collaboration tools to support individual/groups of students who may require extra help with certain concepts/tasks.

Expectations of Students (with the support of parents and teachers):

A. Online sessions:

- Students should be present and on time for online distance learning sessions as directed by school.
- Students are expected to show up in their school uniform or proper attire.
- Students should log on to the sessions using their full names. Only Students should be on screen. No external interruptions.
- Students should be prepared for the sessions & ready with the required materials.
- Students should abide by to rules of e-Safety/use of technology /internet/social media policies.
- Students should demonstrate responsibility and integrity through the school's online platforms (for example no editing or inappropriate sharing of recorded material).
- In case of any violations of the sessions' rules, consequences will be applied.
- Students are encouraged to report any misuse of online platform by other students to the teacher.

B. Assignments:
- Students should be keen to complete all tasks as assigned by teachers and submit work on time.
- Late Assignments will not be accepted after the due date.
- Students should submit their assignments on the designated platform as per teacher's instructions.

- Students should contact teachers/ during online office hours to ask for help and assistance when needed.
- Assignments will be posted on Thinkwave and Microsoft Team.

Expectations of Parents:

Parents play an important role in the success of the online learning experience. We urge parents to do the following:

- Provide an appropriate learning environment to our students at home - access to technology, safe and quiet space during daytime.
- Follow up with students to ensure that the assignments are completed and submitted on time, especially with the young learners.
- Provide emotional balance by providing room and time for reflection, encouraging physical activity, conversation, and play with our students at home.

Technology Platforms

A set of age appropriate platforms will be used for each year/grade level groups for effective distance learning. Some of our main platforms are:

1. **Think Wave**: MLS official communication / grading tool.
2. *Microsoft Office 365 Teams:* MLS official Learning Management System: It helps to distribute work on a regular basis and provide relevant feedback. It facilitates online (both synchronous and asynchronous) discussions, meetings, assignment submission and sharing of resources.
3. *Zoom:* Facilitates online discussions, meetings and sharing of resources.
4. *MyON*: Online Reading Library
5. **YouTube:** Channels to upload prerecorded videos in case of emergencies.

Support

- **Academic issues:**
  Any academic issues should be raised to the teacher. In case you require any further clarification, then please send an email with your concerns to

Middle and High School: contact @mls-egypt.org

- **IT/Technical issues:**

In case of Technical issues (log-ins, software, Think Wave, etc) please contact:

Middle and High School: SHussein@mls-egypt.org

DISCIPLINE

All staff are jointly responsible for the discipline process.

Effective discipline is based on the relationship that exists between students and teachers. It is essential that the rules of discipline be administered fairly and consistently. Teachers should be firm and fair in their relationship with the students, and they need to provide positive reinforcement whenever possible. Major infractions such as disrespect to a staff member, fighting, vandalism and the like should be immediately reported to the Head of Discipline for appropriate action.

When a behavior problem occurs, the concerned subject teacher uses the Discipline website to writes an infraction to the Head of Discipline, who takes the appropriate measures. When the problem needs further escalating, the Head of Discipline raises the issue to the Headmaster to take necessary measures. Final escalation is to the Headmaster.

When an academic problem arises, the subject teachers contact the student's parent via email copying the Head of Department in the email. Further escalating would be to the Headmaster.

Teachers handle most disciplinary matters. However, when normal methods prove to be ineffective, or when excessive teaching time is taken to deal with disciplinary issues, then the Head of Discipline will become involved.

All teachers receive a copy of the school's Code of Conduct Manual. It is the responsibility of each teacher to become familiar with its contents and provisions and to refer students to the appropriate sections when infractions occur. Consistency on the part of the teacher in the enforcement of the rules and regulations is essential to the smooth operation of the school. This is particularly true in the areas of attendance, punctuality, conduct, dress code and personal integrity, including academic honesty.

Violation	1st Incident	2nd	3rd
First Level			
SkippingClass	*Warning from period teacher(s) *Log of incident with supervisor *Student signs pledge of no repeat – parent informed	*Student and parent sign pledge of no repeat *1 day suspension *Student sent to counselor	*1-5 days suspension with parent summoned – both sign pledge of no repeat *School considers depriving student of quarterexam
Academic Neglect	*Guidance by teacher(s) *Guidance by administrator *Documentation *Parent informed	*Student sent to counselor *Parent summoned to explore student case with school	*Student deprived of grades
Second Level			
SkippingSchool	*1-3 days suspension *Parent and student both signpledge of no repeat	*Board examines student case for15 days temporary dismissal	*Expulsion
Vandalism (breaking, damaging or grafting school property)	*Guid ance and warni ng by discipl ine team *Parent bears cost of replacement or repair *Parent and student both sign pledge of no repeat	*Parent summoned and signs pledgeof no repeat *Parent bears cost of replacement or repair *Possible 3-5 days suspension	*Parent bears cost of replacement or repair *Board examines student case for15 days temporary dismissal
Inappropriate Attire & Violation of School Uniform	*Correction of violation *Guid ance	*Parent and student sign pledge ofno repeat	*Board examines student case for maximum 10 days

		*Violation documented in student file *1-3 days suspension	temporary dismissal
	and warning by supervisor *Student signs pledge of no repeat *Parent informed *Violation documented in studentfile		
Use of Banned Technology (Mobile phones, laserpens, etc…)	*Confiscation of item until end ofschool day *Parent informed *Student signs pledge of no repeat	*Confiscation of item – given to parent *Parent summoned *Parent and student sign pledge of no repeat *1 day suspension	*Confiscation of item until end of school year *1-3 days suspension *Further incidence: Board examines student case for maximum 10 days dismissal
Damage to School Environment (Littering, soiling, abuse of green spaces,water waste, etc…)	*Correction of violation *Guidance and warning by staff *Student signs pledge of no repeat *Parent informed *Parent bears cost of replacement or repair *Violation documented in student file	*Correction of violation *Student signs pledge ofno repeat *Violation documented instudent file *1-3 days suspension	*Board examines student case for maximum 10 days temporary dismissal
Undisciplined Behavior (Class disruption, disorderly conduct, unruliness, etc…)	*Guidance and warning by staff *Violation documented in student file *Student signs pledge of no repeat *Parent informed	*1 day suspension *Parent summoned and signs pledge of no repeat	*Student sent to counselor *3-5 days suspension

Possession of Tobacco Products	*Confiscation *Warning *Student signs pledge of no repeat	*Confiscation *Parent informed *1-day suspension	*Confiscation *1-3 days suspension *Parent signs pledge of no repeat
Third Level			
Violence, Aggression & Incitement	*Guidance and warning *Parent and student both sign pledge of no repeat *Violation documented in student file *Student apologizes to witnesses *1-day suspension	*1-3 days suspension *Parent and student both sign pledge of no repeat *Student apologizes to witnesses *Student sent to counselor	*Student sent to counselor *Student apologizes to witnesses *Board examines student case for 15days temporary dismissal *Legal procedures may apply
Theft	*Guidance and warning *Return of stolen items *Student signs pledge of no repeat *Parent informed	*Student sent to counselor *Return of stolen items *Parent summoned *Case examined	*Student case referred to administration for legal examination
Impoliteness Toward Any Staff Member	*Guidance and warning *Parent informed *Student apologizes *Student signs pledge of no repeat *1-3 days suspension	*Case examined by counselor *Cased examined by administration *3-5 days suspension *student and parent sign pledge of no repeat	*15 days temporary dismissal
Contempt for National Sovereignty (refusal to salute the flag,	*Verbal warning and guidance *Parent summoned	*3 days suspension *Student instructed on the	*Suspension for maximum of 15 days

		value of national pride	
Moral Deviancy (bullying, any form of sexual depiction, Offensive language, incitement, harassment, etc…)	*Guidance and warning *Parent informed *Student signs pledge of no repeat *Violation documented in student file *3 days suspension	*5 days suspension *Parent and student sign pledge of no repeat	*Student referred to administration *15 days temporary dismissal
Unauthorized Selling	*Sold item and purchase money confiscated and returned to parents of both students. *Student signs pledge of no repeat	*Parents of both students informed but the sold item(s) and the purchase money will be confiscated, not returned. *Parents sign pledge of no repeat *1-3 days suspension	*Suspension for maximum of 10 days
Disorderly Behavior (such as disobedience, belligerence, hooliganism, etc…)	*3 days suspension *Parent signs pledge of no repeat	*3 days suspension *Parent signs pledge of no repeat	*3 days suspension *Parent signs pledge of no repeat
Smoking on Campus	*1 day suspension *Parent informed *Student signs pledge of no repeat	*2 days suspension *Parent summoned *Expulsion warning	*2 days suspension *Parent summoned *Expulsion warning
Lying, Forgery or Deception	Students who commit lying, forgery or any other acts intended to deceive face serious disciplinary actions ranging from suspension to expulsion depending on the degree of the offense and at the discretion of a disciplinary council. If lying occurs while an offense is being investigated, the maximum penalty related to the offense under investigation will be applied.		
Possession of a Weapon	During the first semester: Expulsion During the second semester: Home-schooling until the end of the year (student studies independently and is only allowed on campus		

	for end-of-year exams). The student will not be allowed to remain at MLS for the remainder of his/her school years
Use of a Weapon	Expulsion + the school will inform the authorities
Substance Abuse	**Selling, purchasing, possession or consumption of drugs or alcohol on campus:** Expulsion **Coming to school under the influence of drugs, alcohol or any controlled substance:** The suspected student will be subjected to a lab test. If the lab test results are positive: 1-Student receives an expulsion warning and the school reserves the right to require further tests at anyrandom date(s). 2-A second positive result will lead to expulsion.
Violation of Computer Technology & Internet Use	**Playing games, searching the Internet without teacher's permission, unauthorized downloads, installing or using unauthorized software, vandalizing computer software, changing passwords or permissions, hacking or attempting to hack any of our school systems:** Action ranges from detention to expulsion depending on the degree of the offense and at the discretion of adisciplinary council. Student will pay for any damages rendered in sum or in kind.

ACADEMIC INTEGRITY

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals.

It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic, and honest scholarly work.

The MLS Academic Integrity Code rests upon the following principles:
- MLS students, faculty, and administrators possess personal integrity as demonstrated by the five bedrock values of honesty, trust, fairness, respect, and responsibility.
- MLS students believe it is dishonorable to receive credit for work that is not the result of their own efforts.
- MLS students, faculty, and administrators are jointly responsible for precautions against violations of its policies.
- Students, faculty, parents, and administrators are responsible for seeing that the code is followed. By collaboratively encouraging an atmosphere of honesty and hard work, students, faculty, and administrators serve the student body by making MLS a better place to learn.

Violations

- Cheating on an exam, quiz or other forms of assessment,
by directly/indirectly accessing another student's work or external source.
- Copying or plagiarizing HW or other assignments.
- Tampering with another student's work preventing the student
from obtaining a fair grade.
- Dishonestly obtaining and/or distributing a copy of an exam or other form
of assessment.
- Any form of system hacking which results in changing student grades.

Consequences

A. Copying/Plagiarism

- Any sign of *copying* or *plagiarism* on assignments/assessments will result
in an automatic ZERO for all offenders involved in the incident. A note will
be added on Think wave.

- The student will be informed when a teacher suspects that she/he has
violated the Academic Honor Code. The teacher will first discuss the matter
with the student and may require him/her to take additional work
- If the student's additional work proves that he/she is not guilty of the
violation, the teacher will grade the student's original work, which he/she will
be allowed to complete/submit. If the teacher had accused the student of the
violation in public, he/she will also restore the student's dignity in public.
- If the student's additional work proves that he/she is guilty of the
violation, the student will receive a zero and an academic penalty shall be put
in writing, signed by teacher and student, and reported to the head of
department and administration. The student shall not be further penalized
based on this report alone.
- B) Cheating:
- If a student is caught *cheating* from another student for the first time: the offender
will receive an automatic ZERO provided the other student was NOT helping him
cheat.
- If a student is caught *cheating* from another student for the first
time: both offenders will receive an automatic ZERO provided the other student
was helping him cheat.
- If a student is caught *cheating* from an external source for the first time: he/she
will receive an automatic ZERO and be put on social probation.
- If a student is caught *cheating* for the second time – whether from another student
or an external source: he/she will receive an automatic zero and be suspended in
school for 2 days.
- If a student is caught *cheating* for the third time – whether from another student or
an external source: he/she will fail the quarter for that subject.

- If a student is caught *cheating* for the <u>fourth time</u> – whether from another student or an external source: he/she will fail the quarter for that subject <u>and</u> receive 2 days of out of school suspension as well as an <u>expulsion warning</u>.
- If a student is caught *cheating* for the <u>fifth time</u>: he/she will be expelled from school.

VIOLATION OF ACADEMIC INTEGRITY CODE

Student Name: Grade:

Teacher: Subject: Date:

This is the student's _____ infraction

<u>Details of Violation:</u>

A. Copying from another student
B. Copying from an external source
C. Plagiarism
D. Cheating from another student
E. Helping another student cheat
F. Cheating from an external source

Teacher Signature: _____

Consequence:

_____

<u>Policy:</u>

A) <u>Copying/Plagiarism</u>

Any sign of ***copying*** or ***plagiarism*** on assignments/assessments will result in an automatic ZERO for all offenders involved in the incident. A note will be added on Think wave.

B) <u>Cheating:</u>

- ***Cheating*** from <u>another student</u> for the **<u>first time:</u>** the offender will receive an automatic **ZERO**
- ***Cheating*** from an <u>external source</u> for the **first time**: he/she will receive an automatic **ZERO <u>and</u> be put on social probation.**
- ***Cheating*** for the **<u>second time</u>**: he/she will receive an automatic **zero** <u>and</u> be **suspended in school for 2 days**.
- ***Cheating*** for the **<u>third time</u>**: he/she will fail the quarter for that subject

- *Cheating* for the **fourth time**: he/she will fail the quarter for that subject <u>and</u> **receive 2 days of out of school suspension** as well as an <u>**expulsion warning**</u>.
- *Cheating* for the <u>**fifth time**</u>: he/she will be **expelled from school**.

ADULT CODE OF CONDUCT WITH CHILDREN

<u>I WILL:</u>

▪ Treat all children and young people professionally: with respect, dignity, and equity.

▪ Provide a welcoming, inclusive and safe environment for all children, and young people and take responsibility for maintaining appropriate boundaries in relationships with children.

▪ Respect cultural differences.

▪ Encourage open communication between all children, young people and adults and have children and young people participate in the decisions that affect them.

▪ Report any concerns of child abuse.

▪ Exercise due care in all matters related to my role with a child and not divulge any confidential information about a child unless in the best interests of the child.

▪ At all times, be transparent in my actions and whereabouts.

▪ Take responsibility for ensuring I am accountable and do not place myself in any position where a reasonable person would question the appropriateness of my actions, or the safety of a child.

▪ Self-assess my behavior, action, language and relationships with children to maintain authentic student attachment.

▪ Speak up when I observe behavior of colleagues that cause concern.

<u>I WILL NOT:</u>

▪ Engage in behavior that is intended to shame, humiliate, belittle or degrade children.

▪ Use inappropriate, offensive or discriminatory language when speaking with a child or young person.

▪ Request any service or favor from a child or family in return for protection or assistance.

▪ Do things of a personal nature that a child can do for him/herself, such as assistance with toileting or changing clothes.

- Contact children outside program for non-program purposes or allow children to my own home or sleep in the same room or bed as a child.

- Smack, hit or physically assault children.

- Develop a sexual relationship with a child or any relationship with a child that may be deemed inappropriate, exploitive or abusive.

- Behave or communicate provocatively or inappropriately with a child.

- Condone or participate in behavior of children that is illegal, unsafe or abusive.

- Act in a way that shows unfair or differential treatment (favoritism) to children or engage in quid pro quo (this for that).

- Photograph or video a child without the consent of the child and his/her parents or guardians.

GUIDANCE AND COUNSELING

The Guidance Counselors are available to provide services that enhance the academic and personal growth of our students. The counselors supervise standardized testing programs and college admissions, handle all referrals for special programs and participate in student and parent conferences. All teachers are encouraged to consult with the counselors about their student's problems or other concerns as early as possible.

COUNSELING ADMINISTRATIVE PROCESS

1. Administration will send a letter to parents
2. Counselor will send a letter to students
3. Administration will send an email to teachers
4. Self – Referral:
   a. Student will go to counselor during break time after taking an appointment through email for initial meeting.
   b. If counselor accepts after evaluation, then the student will be given a slip with the weekly appointment time – based on student schedule (Art / PE / Computer / Elective classes)
   c. The counselor will send an email to the teacher involved

      d. Parents will be informed that student will be attending sessions and they will be asked to sign a consent and release of information letter put in student file

      e. If counselor declines after evaluation, then an email will be sent to the headmaster and administrators, a copy of which will be put in student's file

5. Teacher / Parent Referral

      a. Teacher / Parent will fill in referral form available at the administration office

      b. Admin office will inform counselor who will call student during break for initial meeting

      c. If accepted after evaluation counselor will proceed as above

      d. Parents will be informed that student will be attending sessions and they will be asked to sign a consent and release of information letter put in student file

      e. If declined after evaluation counselor will send a letter to parent (if parent had referred) copy in student file – or an email to teacher (if teacher had referred)

6. Counselor will send an email to the headmaster and administrators, specifying the student's name, the type of referral and the title of the condition, a copy of which will be printed and placed in the student's file

7. Counselor will keep all relevant documentation of sessions

8. Counselor will present a report to administration if requested

9. Counselor will keep a log of all students in the counseling program

SCHOOL COUNSELOR SERVICES

- Psychotherapy (talk therapy, psychosocial therapy).
- In class observation (student/class).
- Student's reports.
- Behavior intervention planning.
- Parents workshops.
- Teachers' workshops.

- Parent's meetings for home interventions.
- Positive discipline.
- Work with students enrolled in the resource room.
- Social emotional development planning.
- Guidance and support (students, parents, teachers).
- Class interventions.
- Anti-bullying.
- One on one sessions with students in need.

COUNSELING CONFIDENTIALITY AGREEMENT

Your confidentiality as a student is important to us. In our school counseling office, **what is said here stays here**, with the following exceptions as required by law and/or ethical standards

1. **Harm to Self or Others**

This includes things that put your health or safety, or someone else's health or safety, at risk

2. **Abuse or Neglect**

If you talk about a minor being abused (physically, emotionally, verbal or sexually)

3. **Court Proceedings**

If we are required by the law to attend a hearing or court proceeding, we cannot guarantee that all your information will be kept confidential but will always do our best to reveal as little as possible

Parents and School Staff will only be informed of the general process but not the content of what you talk about.

If there is a need to reveal information, we will let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

Student Name: _____Signature:_____

Counselor: _____Date:_____

EDUCATIONAL PSYCHOLOGIST REFERRAL FORM

- Student's Name _____
- Grade _____
- Teacher_____
- Parent/Guardian Name _____
- Referred by: ___ Teacher / ___ Parent

o Dramatic o Change in behavior o Worries o Daydream/fantasizes o Grief o Fears o Sadness o Always tired o Motivation o Inattentive o Withdrawn o Cries easily for age o Self- image o Non-touchable/pulls away	o Nervous/anxious o Perfectionist o Aggression/ Anger o Swearing o Fighting o Lying o Bullying o Disrespectful o Defiant o Hurts self o Impulsive o Overactive o Easily distracted	o Chews (paper/clothes/hair) o Makes Odd Sounds o Stealing o Destruction of Property o Sexual Acting Out o Peer Relationships o Social Skills o Personal Hygiene o Family Concerns	o Academics o Absences o Tardy o Work habits/Organization o Completion of Assignments o Drop out risk (H.S.) o Other_____

Signature of Person Making Referral   **Date of Referral**

_____

_____

CONSENT & RELEASE OF INFORMATION

I hereby agree to my son / daughter _____ in grade _____ to attend sessions with the school guidance counselor using talk therapy (psychotherapy).

I commit to providing any information needed by the guidance counselor and attest that this information is accurate to the best of my knowledge.

The content of the sessions is confidential between the student and guidance counselor unless required by ethical and/or legal standards or beyond the boundaries of issues tackled within this setup (such as drug or sexual abuse, or cases requiring psychiatric involvement).

Parent's Signature   Date

CURRICULUM DEVELOPMENT

The creation and development of the curriculum at MLS is a joint responsibility. The administration works with the teachers to expand and augment our curriculum. The guiding force in this process is our mission statement as we strive to provide the broadest and most comprehensive educational program for our students.

CURRICULUM REVIEW POLICY

Curriculum is not static, but remains fluid and dynamic, ever changing. With learning being interpreted and experienced differently by diverse participants, making it important that we develop an awareness of our curriculum as constructed everyday by participants in our school. How are our participants experiencing learning; What is their lived experience? Are we meeting identified learning outcomes? How best can we enhance the learning experience of our participants?

The curriculum review process provides an evidence-based means to answer questions about our curriculum. At MLS, curriculum review is focused on the continuing development of students' learning experiences. The curriculum review process, when needed, will generate an action plan for improving the program. The impact of the review will be determined by evidence of implementation success.

Benefits of Curriculum Review:
The main benefit of curriculum review is to improve the student learning experience by:

• Articulating the strengths of a program
• Identifying specific actions to address gaps within a discipline
• Increase discussion and collaboration between teachers
• Improve teaching and learning practices
• Provide an opportunity for critical reflection on the curriculum
• Provide evidence to guide decision-making within the curriculum

Guiding Principles of Curriculum Review at MLS

The curriculum review process guided by the belief that the process will be teacher –led, evidence informed, focus on improving student learning, and an on-going effort to continuously improve the outcomes.

1. Teacher-led investigation
2. Contributions from and collaboration among teachers
3. Several data sources are used to inform discussion on the curriculum.
4. Frame the discussion to put the focus on enhancing the student learning experience.
5. Action plan to guide the implementation of changes over time.

Curriculum Review Process:

Step 1: Data collection

Curriculum maps are used throughout each class, with teachers adding notes about the curriculum that was actually taught.

Step 2: A review of all maps by all teachers

Each teacher reads the entire grade level, discipline, or school wide map as an editor. Each teacher is assessing their ability to read the map, but no professional judgement or evaluation is made.

Step 3 Small group review

A meeting with 5-8 faculty members made up of diverse grade levels and the same department, including the HoD. The goals are to share individual findings and record questions based on the first read-through. The diverse groups assist in the movement from teacher isolation to professional learning communities.

Step 4: Additional first read throughs & small group reviews.

First read throughs and small group reviews are repeated and minor edits are made as necessary to the curriculum maps. The members of the small groups change to encourage new insights into the quality of the curriculum maps. These processes are repeated until a

small group review determines that there are no more changes to be made to the curriculum maps or the suggested edits have already been made in a previous review.

Step 5: Identification of immediate revision

Critical curriculum map issues should be identified that are not easy to solve with minor editing. A timetable should be created to resolve these points, and the appropriate teacher or administrator should be appointed to make the relevant changes. These revision points should be implemented before the curriculum map is used again.

Step 6: Additional Research and Planning: Less critical or more complex issues should be identified. A timetable should be created to resolve these points, and the appropriate teacher or administrator should be appointed to make the relevant changes. The timeline for resolving these issues may be longer and may require support from the entire staff.

Step 7: Planning for the next review cycle

Curriculum map issues that have been identified should be added to the next review cycle's agenda. It should be ensured that immediate revision points have been adequately addressed. Other curriculum map issues that have not yet been addresses should be reprioritized and the team should identify whether this is still a relevant issue.

Things to consider when reviewing curriculum maps:
1. Are we happy with the skills and knowledge we impart?
2. Do they reflect what we believe our students need for success?
3. Do we assess what we value?
4. Do we use a variety of assessments of increasing sophistication?
5. Can we identify areas that need combined efforts to create smoother coordination for our students' learning?
6. Is the curriculum map clear and easy to read from an outsider?
7. Is it clear to teachers how each component of the map is to be utilized in the planning process?

LESSON PLANS

All faculty members are required to record weekly lesson plans. These lesson plans should be available for review by the Academic Coordinator school administration. Lesson plans should be clear, concise, and easy to follow and should reflect the content and objectives of each class.

PROFESSIONAL EVALUATIONS AND OBSERVATIONS

The purpose of teacher evaluation is to provide reinforcement and feedback to the teacher to improve the instructional program. All teachers will be evaluated annually in accordance with administrative guidelines. There will also be random classroom visits. All evaluations are standardized and will be in writing. In addition, all evaluations will be discussed and signed by both the teacher and the evaluator and will be considered as confidential documents.

PROFESSIONAL DEVELOPMENT PLAN

Recognizing that our goal is to provide a classroom setting which allows for different student ideas, passions, and learning styles, MLS put in a place a professional development plan to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to improve student achievement and to build a collaborative learning community.

Realizing the importance of data-based decisions, the school

1. Uses data from teacher observations.
2. Uses data from class observations.
3. Uses data from student performance.
4. Collects data from the annual staff survey.

To assess and identify professional development needs in areas such as:

A. Pedagogical practices
B. Meaningful instructional delivery
C. Classroom management skills
D. Knowledge of student developmental needs
E. Assessments aligned with learning standards.
F. Collaboration within the learning community
G. Reflective practice

Aims

- To provide opportunity for all staff to further their professional skills and/or qualifications.
- To provide opportunities for staff to further develop their awareness, knowledge and skills in current teaching and learning practices.
- To develop teachers with enhanced skills that in turn will improve student learning.

<u>Implementation</u>

- A whole-school professional calendar will be published at the beginning of each school year. (This calendar may need to be modified throughout the year based on school and staff needs).
- A school leadership member will be assigned the responsibility of professional development leader. The role will be to inform staff of professional development opportunities via email, which in turn will reflect individual staff needs as identified in performance review plans. The leader will also play a role in coordinating and organizing professional development activities for individuals and the whole school.
- Everyone's professional development is a shared responsibility between the school and the staff member.
- Each staff member will develop a personal professional development plan that is embedded within and is reflective of the Department's performance review process. The personal professional development plan will allow for both school's identified needs, and those of a personal, professional interest.
- Staff are encouraged to seek from and provide professional development to other staff members. Key staff will be allocated to facilitate coaching and/or mentoring roles within the school.
- A budget will be allocated to professional development each year. Budget implementation will allow, over time, for equity of resources among staff. The professional development leader will be responsible for its implementation.

PERSONAL DEVELOPMENT PLAN

Name:

Date:

Objectives What do I want to be able to do or do better?	Success Criteria How will I recognize success? How will I review and measure my improvement?	Actions What methods will I use to achieve my learning objectives?	Implementation How will I practise and apply what I learn?

PROCESS OF PERFORMANCE EVALUATION

A- Department Heads

- Department Heads will meet with Headmaster / Mistress and the Curriculum Director in May of each year to discuss the evaluation based on observations sheets compiled by Headmaster / Mistress and Curriculum Director
- Department Heads will prepare an action plan for the following academic year
- Department Heads will prepare a personal professional growth plan for the following academic year.
- Department Heads will meet with headmaster / mistress at the end of the school year to discuss and get approval on the action plan and professional growth plan.
- During the evaluation process of the following year both plans and the level of achievement will be taken into consideration.

The headmaster / mistress will keep the Head of Department file which will include:

1. Observation sheets
2. Evaluation sheet
3. Professional Growth Plan
4. Action Plan
5. Absence log
6. Information sheet

B- Instructional Staff

- Heads of Department will conduct a minimum of 2 formal class visits for each teacher per quarter.

- Heads of Department will also conduct snapshot class visits during the quarters.
- Headmaster / Mistress will conduct snapshot class visits during the quarters.
- The evaluation will be conducted with Headmaster / Mistress and Department Head in May of each year.
- The teacher will prepare a Professional Growth Plan and present it for approval at the end of the academic year
- The Professional Growth Plan will be taken into consideration during the evaluation of the following year
- Headmaster / Mistress will fill out ongoing observation sheets detailing teacher performance to be included in the evaluation
- Headmaster / Mistress will fill out the Administrative Evaluation form to be included in the annual evaluation
- Administration staff will fill out ongoing observation sheets detailing any issue pertaining to teachers' performance to be included in the evaluation

The Headmaster / Mistress will keep the teacher file which will include:

1. Absence log
2. Punctuality log
3. Duty log
4. Excuse log
5. Pass log
6. Headmaster / Mistress observation sheets
7. Administration observation sheets
8. Class visits snapshots
9. Formal class visit sheets
10. Teacher Appraisal Form
11. Headmaster / Mistress Evaluation form
12. Professional Growth Plan
13. Information sheet

C- Non-Instructional Staff

- Headmaster/Mistress will meet with non-instructional staff at the end of the first semester to discuss observations filled out in the observation sheets
- Headmaster / Mistress will meet with non-instructional staff in May to discuss evaluation based on observation
- Non-instructional staff will prepare a Professional Growth Plan and submit to Headmaster / Mistress at the end of the year and get approval
- The Professional Growth Plan will be taken into consideration in the evaluation process of the following year

The Headmaster / Mistress will keep the non-instructional staff file which will include:

1. Observation sheets
2. Absence log
3. Duty log
4. Excuse log
5. Evaluation form
6. Professional Growth Plan
7. Information sheet

CLASSROOM RULES

- Respect yourself, teachers & peers.
- Be committed towards learning (preparedness, effort, self-management of behavior)
- Take responsibility for your actions.
- Preserve a positive learning environment. (comply to safety measures, no interruption, no disturbance & follow directions)

HOMEWORK

Students should receive a reasonable amount of homework which should be collected and checked by teachers and returned to students. Homework should be integrated as part of teacher's lesson plans.

Out of class educational experiences must relate to and support what is being taught in the classroom. A maximum of 30 minutes of homework per subject may be given to students

daily. Homework should be creative, challenging and designed to sustain student interest. Teachers are expected to:

- Provide a thorough explanation on how to do an assignment.
- Acknowledge the assignment in some way (comment on, grade check, etc.)
- Vary the types of assignments.
- Provide plenty of time for long term assignments.
- Communicate consequences for not completing homework to the students and parents.
- Communicate the value of homework assignments or the percentage homework contributes to the overall grade.

Certain days will be allocated for faculty meetings. It is expected that teachers will refrain from making any other commitments on these days. Both full division meetings and departmental meetings are important, and all members of the faculty are expected to attend and participate. It is expected that Heads of Departments meet with teachers at least twice a month and report monthly to the Academic Coordinator & Headmaster via email.

TEACHER OBSERVATION

Criteria	4	3	2	1
A. Culture/Climate Dimension				
1. Fosters an environment that embraces all learners				
2. Treats each learner equitably				
3. Encourages learners to share their opinions without fear of negative comments from their peers				
4. Creates enthusiasm for the learning at hand				
B. Learning Dimension				
1. Communicates clear explanations about the activities or tasks				
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills				
3. Delivers lessons that are relatable to the learners or aligned to their interests				
4. Monitors learners' understanding of the content and/or the acquisition of skills				

5. Adapts instruction and/or activities that meet individual learner's needs				
6. Provides learners with purposeful feedback about their progress and/or needs				
C. <u>Essentials Dimension</u>				
1. Delivers and/or facilitates the lesson with knowledge and confidence				
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being				
3. Facilitates use of resources that support learners' needs				
4. Implements instructional strategies that actively engage learners				
5. Manages the learning time in an efficient and optimal manner				
D. <u>Agency Dimension</u>				
1. Empowers learners to be responsible for the learning at hand				
2. Gives learners choices about the learning activities or tasks				
3. Provides assistance for learners to navigate and monitor their learning progress				
4. Encourages learners to persevere with or seek challenging activities or tasks				
5. Builds learners' growth mindset and self-efficacy				
E. <u>Relationship Dimension</u>				
1. Promotes respectful and caring interactions toward and between learners				
2. Cultivates learner cooperation, collaboration, and inclusivity				
3. Preserves learners' dignity while attending to their individual needs				

THINKWAVE POLICY AND PROCEDURE

Policy:

MLS American High School believes in accurate and real-time reporting and communication with all stakeholders, as well as offering students a reliable tool to track their own achievement and learning progress. Consequently subscribing to ThinkWave as

an online grade-book with access to administration, teachers, students and parents fulfills the school's requirements.

Procedure:

- An administrator (ADMIN) for the system is assigned by the Headmaster

- Headmaster and Academic Coordinator (AC) have administration privileges

- An account is created for new teachers by system ADMIN – returning teachers carry on with their original account

- Student information sheets are distributed and collected at the start of each year as well as valid passport copies and birth certificates

- This information is used by system ADMIN to create new student accounts and update existing accounts if necessary

- ADMIN rolls students on the system on to the following year

- At the start of the new school year students are given their account password generated by the system as part of start of year business

- At the start of the new school year parents are given their account password generated by the system as part of start of year business

- AC and ADMIN assign courses and classes to each teacher

- AC adds new classes or courses to the system if necessary, using the format of High School course names

- HOD's are required to check the setup of grading policy for each teacher on ThinkWave at start of year or if there are any changes necessary to class/course

- Teachers are required to upload details of all assignments on ThinkWave with clear title and clear instructions and due date

- Assignment grades should be input within 5 working days from the assignment due date

- Teachers are encouraged to ask students to upload their work on ThinkWave

- Before printing report cards AC applies any administration over-ride deductions for tardiness or absence

What Is Assessment?

- Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course.

Purposes Of Assessment (Why Assess?)

- Student:
1. Assessing their own learning
2. Planning strategies for improvement, with the help of others (teachers, peers, parents)

- Teacher:
1. Planning instruction and learning activities
2. Adjust assessment strategies to accurately assess students' achievement
3. Selecting samples of student work at different levels
4. Providing descriptive feedback to students
5. Determine student's most consistent level of achievement
6. Devising a method of final evaluation
7. Assigning a final grade.

- School Administration:
1. To evaluate the methods of instruction and the overall effectiveness of the program.
2. To systematically review course content, instructional strategies, and assessment procedures
3. To make the program changes needed to improve students' achievement.

Measuring Student Progress Towards the Standards (Assessment for Learning)

- This is formative assessment. All learning activities and practices designed to help students attain the required outcomes. (HW, CW, Discussion/ Oral response/ Exit slips/…etc.
- Any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in office hours, in written comments on assignments, through rubrics, and through emails.

- Formative assessments can be used to measure student learning on a daily, ongoing basis.
- These assessments reveal how and what students are learning during the course and often inform next steps in teaching and learning.
- Rather than asking students if they understand or have any questions, you can be more systematic and intentional by asking students at the end of the class period to write the most important points or the most confusing aspect of the lecture on index cards. Collecting and reviewing the responses provides insight into what themes students have retained and what your next teaching steps might be. Providing feedback on these themes to students gives them insight into their own learning.

Forms Of Summative Assessment (Assessment of Learning)

A. <u>Paper and Pencil (Tests, Quizzes)</u>
1. MCQ
2. Matching
3. True/False
4. Short Constructed Response
5. Extended Constructed Response

B. <u>Performance Tasks:</u>
1. <u>Product:</u> (Poster, Flier, Model, Scrapbook, Brochure, Cartoon, Multimedia Presentation, Report, Written Product, Lab Log, Graph, Diagram...etc.)
2. <u>Performance:</u> (Oral Presentation, Debate, skit, Song, TV show, Newscast...etc.)

PROGRESS REPORTS AND REPORT CARDS

Report cards will be issued at the end of every quarter. Progress reports may be sent to every student at least once during a quarter regardless of their progress. However, a progress report is required for any student whose work is below average. Please note that no grade of "F" may be placed on a report card unless a progress report has been sent to inform parents.

It is the teacher's responsibility to make sure all progress reports are returned signed by the parents and copies submitted to the administration. In the case of failing grades, the teacher must request a parent conference as quickly as possible. Administration must be notified in case parents fail to attend or cooperate.

ISSUING QUARTERLY REPORT CARDS

Policy:

MLS American Division High School believes in accurate, comprehensive and timely reporting of student grades and reliable communication with stakeholders, including students, parents and data team. Consequently grades are reported through the quarterly report card at pre-designated times according to the High School Calendar.

Procedure:

- Dates for deadline of grade input is set in the School Calendar at the end of the previous school year

- Date for issuing report cards is set in the school calendar at the end of the previous school year

- ThinkWave is setup with the quarter dates as per the school calendar

- Teachers input grades on ThinkWave throughout the quarter as per the ThinkWave policy

- In the week preceding the deadline AC (Academic Coordinator) sends an email to all teachers as a reminder of the date – teachers are required to send a DONE email when they have finalized grades

- Report cards are generated and saved in soft copy Report Card folder with AC

- Report cards are checked by AC for any discrepancies

- Report cards are printed by AC and signed by Headmaster and sent to central administration to be signed by School Principal and stamped

- Report cards return to High School and are distributed to students

- High School office sends an SMS to parents to inform them that students have received report cards

- Through the ThinkWave system report cards are also sent to parents via email

- Students report any enquiries they might have regarding their grades to the AC in the week following report card issuance

- Any subject drop and add is done on the system by AC in the week following report card issuance as per the Drop and Add Policy – and email is sent to Attendance System Administrator and relevant teacher
- End of year report cards are available at the High School office for pick-up during the summer closure months – an SMS is sent to parents once report cards are ready
- Any enquiries on final grades can be directed to AC during summer months via email
- Students/parents can request a copy of a previous report card at any time during the quarter by submitting a request to AC which will be responded to within the working week

PROGRESS REPORT

Progress Report	Dear Parent, Please be advised that _____ has earned _____ in (subject name) *Reason(s):* ☐ Off task ( ) ☐ Incomplete assignments ( ) ☐ Missing Assignments ( ) ☐ Late Homework ( ) ☐ Missing materials (Textbook, binder, pencils, etc.) Teacher: _____

Quarter One
- Administration will send a message to all parents on ThinkWave and Class DOJO to remind them and stress the importance of following up on student performance on ThinkWave

Quarter Two
- Administration will send a message to all parents on ThinkWave and Class DOJO to remind them and stress the importance of following up on student performance on ThinkWave
- Mid quarter teachers can send Academic Issue Reports to students who are in danger of failing the semester (which means they failed Quarter One and might fail Quarter Two)
- Teachers will print their Academic Issue Reports and submit original + copy to administration

Quarter Three
- Administration will send a message to all parents on ThinkWave and Class DOJO to remind them and stress the importance of following up on student performance on ThinkWave
- Administration will issue Failing Letters at the end of Quarter Three

Quarter Four
- Administration will send a message to all parents on ThinkWave and Class DOJO to remind them and stress the importance of following up on student performance on ThinkWave

Quarterly Message to Parents

We would like to remind all parents to regularly check the ThinkWave account throughout the quarter. ThinkWave is considered to be a real-time reporting tool, whereby you as parents have constant access to information on academic performance. It is the responsibility of parents to regularly follow-up assigned tasks, assignments and grades on ThinkWave. By availing this tool to all parents the school administration considers that it has reported academic progress to parents.

ACADEMIC ISSUE REPORT

Student Name	
Grade	
Date	
Subject	
Teacher	
Description of Issue	

Please sign and return this form to school administration – copy of this report is kept in student file

I have received and read the information in this form

Parents Signature   **Date**

_____   _____

GUIDELINES TO MONITORING THE ACADEMIC PERFORMANCE OF YOUR SON/DAUGHTER:

- ThinkWave is considered to be a real-time reporting tool, whereby parents have constant access to information on student academic performance
- It is the responsibility of parents to regularly follow-up assigned tasks, assignments and grades on ThinkWave
- By availing this tool to all parents the school administration considers that it has reported academic progress to parents.

1. Login to ThinkWave
   https://www.thinkwave.com/secure/login/
2. Check "Dashboard" for any messages to students or parents.
3. You will also find the link to the bookcase (E-Books) of your son/daughter
4. At the beginning of every week, check "Dashboard" for your son/daughter weekly plan explaining what they will be doing day by day. It also includes any HW, CW, Quizzes or tests that will be assigned during the week.
5. You may also find attachments of documents needed during the week which the teacher uploads to share with students.
6. The "Dashboard" may also contain clear instructions for completion of certain tasks. As well as announcements from teachers to students.
7. The "Gradebook" has assignments description of how to complete the task, where and how to submit it (Soft/Hard copy), the date it is assigned and the due date for submission.
8. You have previously received a detailed document of the policies regarding HW, CW, Missing assignments due to absence and Missing assignments due to suspension. (Attached here again so please make sure to read it again)
9. Please spend some time with your son/daughter to show them how to follow up on their progress so that they become independent learners.
10. Teachers spend time with students to show them how to use their textbooks for notemaking and studying. We urge you to support us and not to request PowerPoint Presentations of the content.
11. In case the description of any assignment seems vague or unclear to you, you may send a message (on that assignment on ThinkWave) to the teacher asking for further clarification.
12. Th continuous assessment of your son/daughter through CW, quizzes and tests ensures that they are assessed in a variety of ways to grant them the grade they deserve.
13. Assigning reading for 10-15 minutes daily is a routine we try to establish. This is not part of the weekly assignment schedule. This could be done at bedtime, commuting to the club for sports training or on the school bus mornings or afternoons. Please encourage your son/daughter to READ.

- If a student is in risk of failing a subject/s in the first semester, an Academic Issue Report will be sent home mid Quarter Two, and a message sent on Class DOJO
- If a student is in danger of failing the year in a subject/s, a Risk of Failing Letter will be sent home at the end of Quarter Three, and a message sent on Class DOJO from the admin account that does not accept replies.
- Please make sure to access your Class DOJO account

ACADEMIC INTERVENTION PROCESS

The school has formalized the process of ongoing assessment and intervention supported by:

- Scientifically based instructional methods
- Information technology

The aim of the process is to:

- Benefit students who may be struggling within the regular classroom environment, but who could meet the standards of the set curriculum if intervention is provided proactively by the school at an early stage.
- Benefit students who have a learning disability LD or a severe learning disability SLD by early identification and referral so that a remedial process can be implemented in early stages for higher effectiveness.

The academic intervention process is based on on-going communication, continuous feedback and self-assessment. Using technology, educators can accurately analyze student data to develop instructional strategies and tailor resources for individual students.

The characteristics of the intervention process are:

- A research-based instruction model
- Continuous monitoring of student performance
- Screening students for academic problems
- Varied levels of instruction based on student response

The basic levels of instruction are:

Level I:
Which includes the general student body; a regular class with the accepted discrepancy in abilities that can be handled by incorporating a variety of instructional methods within the classroom and differentiated learning models

Level II:

When a student or group of students is consistently under- achieving and demonstrating difficulty in attaining acceptable academic standards within the regular classroom they may either receive additional instruction on a regular basis, or be pulled out as a group to receive specifically tailored instruction to meet accepted standards

Level III:

If a student does not respond to Level II intervention, then an individual tutoring program is implemented or additional support given to the instruction at Level II.

At this stage if the student does not respond to intervention then assessment for LD or SLD is done through the Special Education Department at the school or an independent entity which should provide the school with a detailed report and recommendations.

Procedure for Academic Intervention

- Level I is reflected in teachers lesson plans, detailing resources used, and strategies implemented. The teacher might also write out a contract with a student if the issue lies in student negligence rather than inability to master material
- To move to Level II the teacher fills in an Academic Issue Report* for each student and discusses the situation with administration to come to a joint decision on action to be taken.
- Administration will contact parents and set-up all logistics related issues (such as schedule changes – classroom availability etc.)
- If a student is falling back due to negligence an Academic Standing Warning* is sent to parents.
- If no initiative is shown by the student after the warning, then administration will request a meeting with parents – Meeting Request Form* and the student might be put on academic probation with diligent monitoring – Academic probation Form*
- Administration will follow up with teacher on student's progress.
- To move to Level III the teacher will fill out an Academic Issue Report* and discuss the history of the situation with administration and come to a joint decision on action to be taken.
- Administration will then informs parents and handles all logistic issues involved (such as assigning time when both student and teacher are free for individual tutoring, formatting a pull-out schedule for student etc.)
- Administration will follow up with teacher on student's progress.

Quarter, semester and final exams as well as regular quizzes should be designed to allow the student to demonstrate an understanding of the concepts and objectives rather than just an accumulation of specific facts.

Quarter and semester grades must be based on multiple grading opportunities for each student. These grades must represent the accumulation of several tests, projects, homework, class participation and other such activities.

GRADE DISTRIBUTION

1. **Yearly Grade Distribution:**

   Q.1   25%
   Q.2   25%
   Q.3   25%
   Q.4   25%

Grades 10-12

2. **Quarterly Grade Distribution Grades (school unified)**

Formative Assessment		
	HW	10%
	CW	25%
	Quizzes	20%
Summative Assessment		
	Tests	20%
	Project	20%

Student Traits (Learning Independence)		5%

3. <u>Homework Policy:</u>
- Time required to complete any assigned regular HW must not exceed one hour per subject (This applies for grades 7-11).
- As for grade 12 advanced math weekly HW may range between 4-6 hours
- Math may assign no more than 3 HW/Week except for advanced math (Grade 12)
- All other 3 core subjects are not to exceed 2 HW/Week

Day/Subject	Math	ELA	Science	Social Studies
Sun	x			x
Mon		x	x	
Tue	x			x
Wed		x		
Thu	x		x	

4. <u>Late Submission of HW</u>
A. No submission of HW will result in having and "M" as a grade for the assignment on ThinkWave on the due date.

B. Late submission of HW will result in capping the assignment
- 1 day 80%
- 2 days 60%

C. Later submission will not be accepted (Turn-off the upload button)

5. <u>Missing Work Due to Absence</u>
A. <u>**Class Work:**</u> If a student misses a classwork, he/she must discuss with teacher how and when to submit it. (ONLY IF ABSENCE IS EXCUSED)
B. <u>**Class Work:**</u> If a student misses a classwork due to unexcused absence, he/she must discuss with teacher how and when to submit it knowing that the work will be capped at 80%
C. <u>**Quizzes and Tests:**</u> If a student misses a quiz or a test, he/she must sit for the makeup according to the makeup schedule within a maximum of one week.

6. <u>Missing Work Due to Suspension:</u>
If a student is suspended, he/she is denied the right to complete/make-up any academic work done during the period of suspension, be it HW, CW, Quiz, Test or Part of a project completed in class.

<u>Grade 7-9</u>

7. **Quarterly Grade Distribution Grades (school unified)**

Assignment Type	Assignment Name	Weight	Grading Method	
Formative	Practice	50%	Check-plus/Check/NA	
	Mock assessment	0%		Prior to summative assessment
	Project Process	15%	Check-plus/Check/NA	
	Graded Classwork	5%		
	Quizzes	10%		
Summative	Tests	10%		
	Project Final	10%		

8. **Missing Work Due to Absence/NA**

If a student is absent:
1. A Missing grade "M" must be input on the due date of the assignment
2. Write "Absent" in the comment box of the assignment
3. Upon the return of the student a new deadline must be included in the comment box next to "Absent"
4. Upon submission of missed work, Write "Submitted" in the comment box.
5. Remove the M and leave grade empty until the grade is ready.
6. If absence is excused, the student may get a Check-plus. In case of unexcused absence, the maximum grade a student may receive is a Check (Capped)

If the student is not absent but didn't submit his work:
1. A No Attempt "NA" must be put on the same day of the assignment.
2. Write "Not submitted in class" in the comment box of the assignment
3. Allow student one day to submit undone practice assignment
4. Upon submission of missing work within one day, write "Late Submission" in the comment box.
5. The maximum grade a student may receive is a Check (Capped)
6. If no submission within the permitted time, a missing grade "M" is permanent and add "Past deadline" in the comment Box.

9. **Missing Work Due to Suspension**

If a student is suspended, he may make-up for the following assignment types:

1. Quizzes (may receive full grade without capping)
2. Tests (may receive full grade without capping)
3. Project Process (May only get a Check if he/she presents evidence of completion of steps required)
4. Project Final (may receive full grade without capping)

And is denied make-up for the following:

1. All practice assignments
2. Graded Classwork

10. <u>Routines</u>

At the beginning of every week, each subject teacher posts the following on ThinkWave:

A. Student Weekly Lesson Plan (SWLP): explaining topics, activities, and tasks that will be done in class during the week. This is found on the "Messages" on the "Dashboard" of ThinkWave.
B. On the "Gradebook" of ThinkWave, teacher generates assignment columns for learning tasks that will be graded during the week (Including attachments when applicable). A clear description of the task and the due date are aslo included. (HW, CW, Quiz, Test,…etc)
C. All assignments are graded and scores posted on ThinkWave within 5 working days from the due date.

GRADING SCALE

THIS GRADING SCALE IS FOR USE IN MIDDLE AND HIGH SCHOOL.

A+	97 – 100	A	93 – 96	A-	90 – 92
B+	87 – 89	B	83 – 86	B-	80 – 82
C+	77 – 79	C	73 – 76	C-	70 – 72
D+	67 – 69	D	63 - 66	D-	60 – 62
F	59 and below	Inc	Incomplete		

GPA SCALE

A+	4.00	A	4.00	A-	3.70
B+	3.30	B	3.00	B-	2.70
C+	2.30	C	2.00	C-	1.70
D+	1.30	D	1.00	D-	0.70
F	0.00	Inc	0.00		

CREDIT WEIGHTS

Subject	Credit	Subject	Credit	Subject	Credit
English	1	Art & Computer	1	Civics	Pass
Math	1	PE	0.5	Religion	Pass
Social Studies	1	Arabic	Pass	Foreign Language	1
Science	1	Arabic SS	Pass		

COURSE OFFERINGS (2022-2023)

Grade 7 (All subjects per Grade Level)

- English
- Math
- Science
- Social Studies
- Foreign Language: French
- Arabic
- Arabic Social Studies
- Religion

- PE
- Art
- Computer

Grade 8 (All subjects per Grade Level)

- English
- Math
- Science
- Social Studies
- Foreign Language: French
- Arabic
- Arabic Social Studies
- Religion
- PE
- Art
- Computer

Grade 9

- English
- Algebra I
- Physical Science
- Social Studies
- Foreign Languages: French
- Arabic
- Arabic Social Studies
- Religion
- PE
- Art

Grade 10

- English
- Foreign Language: French
- Geometry
- Biology
- Social Studies
- Arabic
- Arabic Social Studies
- Religion
- Civics
- PE
- Computer

Grade 11

- English
- Arabic
- Foreign Language: French
- Algebra II
- Chemistry
- Business

- Civics
- Religion
- PE
- Art/Computer

Grade 12
- English
- Arabic
- Economics

Students can choose from the following course offerings:
- Advanced Math
- Business Math
- Consumer Math
- Accounting
- Environmental Science
- Advanced Biology
- Physics
- Psychology
- Sociology
- Computer
- Art

COURSE SELECTION PROCESS GRADE 12

MLS American Division advises High School students on course selection, and guides them in their goal setting at the end of each academic year in preparation for the following academic year.

Grade 11 students being promoted to Grade 12:

1. Students choose courses depending on their expected preference for further university studies
2. Students wishing to join the faculties of Medicine, Pharmacy, Vetinary, Dentistry, Applied Sciences are advised on the optimum package of subjects to fulfill their goal, based on their previous studies and inclinations, and requirements of universities of choice
3. Students wishing to join the faculties of Engineering, Architecture, Fine Arts, Aviation and related studies are advised on the optimum package of subjects to fulfill their goal, based on their previous studies and inclinations, and requirements of universities of choice

4. Students wishing to study Humanities and Liberal Arts are advised on the optimum package of subjects to fulfill their goal, based on their previous studies and inclinations, and requirements of universities of choice
5. There are mandatory subjects which are designed to ensure that students have sufficient credits for university admissions as well as a well-rounded scope of skills and knowledge
6. Students split and combine for various courses which gives them the opportunity to experience a variety of classroom environments with a different combination of students for each elective course
7. The academic performance history of students is taken into consideration during the advising process as well as their personal inclinations
8. Based on the response of students to the selection process classes are distributed and teachers assigned to enable administration to start scheduling

COURSE SELECTION- ACADEMIC YEAR

Grade 12

Student Name: _____

Please make your choice between the academic options below

English Language Arts	*mandatory*	X
Arabic	*mandatory*	X
Civics	*mandatory*	X
Economics	*mandatory*	X
Advanced Biology		
Environmental Science		
Computer		
Physics		
Art		
Sociology	*choose any 4 subjects*	
Psychology		
Advanced Math		
Business Math		
Consumer Math		
Accounting		

General Guidelines to help you make your selection:

1. For students who wish to join the Faculty of Medicine, Pharmacy, Sciences, Dentistry, Physiotherapy & Vetinary:

   Choose Biology and Physics - Adv. Math advisable but not mandatory
   SAT II mandatory in Biology

2. For students who wish to join Engineering, Fine Arts, Architecture, Aviation, and all ICT Faculties:

   Choose Adv. Math and Physics - Biology optional
   SAT II Math mandatory

3. Students wishing to keep Engineering & Medicine options both open should choose
   Adv. Math, Biology and Physics

- Acceptance in any class depends upon class size -
- Please return your sheet before deadline to ensure your acceptance
- Kindly note that being accepted into Advanced Math, Physics and Biology is subject to the approval of the Head of Math Department and Head of Science Department as well as Math and Science scores in Grades 9, 10 and 11

- Students will not be allowed to change classes once they have made a choice

Parent's Signature --

GRADUATION REQUIREMENTS

For students of Grade 12 to successfully graduate from school they need to fulfill the following requirements:

1- Student must have at least 5 credits in Grade 12 including English Language Arts and excluding Arabic Language, Arabic Social Studies, Religion and Civics.
2- Student must fulfill the following overall credit requirements depending on when he/she joined the American Division.

Students who joined in Grade 9		Students who joined in Grade 10	
Subject	Credits	Subject	Credits
English Language Arts	4	English Language Arts	3

Math	3+	Math	2+
Science	3+	Science	2+
Foreign Language	2+	Foreign Language	1+
Social Studies	4+	Social Studies	3+
Arabic Language / Religion	Pass	Arabic Language / Religion	Pass
Arabic Social Studies	Pass	Arabic Social Studies	Pass
Civics	Pass	Civics	Pass
Art / Computer Science	2+	Art / Computer Science	2+
Minimum Credits Required	18+ credits	Minimum Credits Required	13+ credits

3- Students wishing to join particular faculties must fulfill acceptance requirement of subjects as stipulated by the Ministry of Education and as offered by the school.
4- If the student transfers from another school, on condition that the student was in an American System, then the credits will be added to the credits taken at MLS.
5- If the student does not fulfill the credit requirements of Grade 12, then he/she will have to do extra work as assigned by the school to fulfill graduation requirements. This work will be assigned by the teacher in question to compensate for missed objectives.
6- Extra work can only earn the student a passing grade.

DROP AND ADD POLICY

Grade 12:

1- All students are obliged to take ELA, Economics, Psychology and Ministry subjects
2- All students are obliged to choose between one of the two subjects below in each category of subjects (a, b, c). Students are allowed to drop/add subjects (change

their choice) during the first 2 weeks of the school year – with parent consent and once changed the decision is irreversible:

- Advanced Math or Business Math or Accounting
- Art and Design or Computer Science or Advanced Biology
- Physics or Sociology

3- Students are allowed to drop one of the subjects above, without adding another, at any time during the school year on the following conditions:

- Maintain at least 5 credits in Grade 12
- Adhere to using this class as study time in the assigned classroom
- Exemplary history of conduct
- Obtain parent consent
- The decision is irreversible

4- Students are allowed to drop Psychology (mandatory Social Science) any time during the school year on the following conditions:

- An accumulative GPA at MLS High School of 3.5 or above
- Course load of 2 or more Grade 12 Scientific subjects
- Maintain at least 5 credits in Grade 12
- Exemplary history of conduct
- Obtain parent consent
- The decision is irreversible

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MINISTRY REQUIREMENTS FOR UNIVERSITY ADMISSIONS OF STUDENTS WITH AMERICAN HIGH SCHOOL DIPLOMA

</div>

Total percentages would be calculated as follows:

- 60% from EST I or Equivalent ACT I Scores

- 40% from 8 Subjects of the School (GPA)

EST Minimum Accepted Scores
(2022-2023)

	EST 1 *(English & Math)*	EST *(For Two Subjects)*
Private Universities	890/1600	900/1600
Public Universities	1050/1600	1100/1600

- EST 1 scores starting 1090/1600 are awarded an additional bonus of <u>15% of this score</u> to be added to <u>the final EST score</u>.

- EST II with a minimum combined score of 1100/1600 in two subjects are awarded an additional bonus of <u>15% of this score</u> to be added to <u>the total G12 score</u>.

PROMOTION POLICY

- Core subjects are Math, English Language Arts, Social Studies and Science.
- Non-core subjects are Foreign Language, Art & Design, Computer Science, PE and Arabic Studies.
- Students failing in the 3 core subjects will repeat the year.
- Students failing in 4 subjects (combination of core and non-core) will repeat the year.
- Students failing in 1 or 2 core subjects will do <u>both</u>, a credit recovery assessment & a retest <u>at the school</u> during the summer holidays.
- Students failing in Foreign Language or Arabic Studies will do a retest at the school during the summer holidays.
- Students failing in Art & Design, Computer Science or PE will not do a retest, however they will not receive a credit for that subject, for that year, on their graduating transcript. Students must still fulfill graduation requirements for each subject area.
- Students failing in the credit recovery & retest of a core subject will repeat the year.
- Students failing the retest of Foreign Language will not receive a credit for that subject for that year on his / her graduating transcript.
- All students must pass Ministry exams in Arabic Studies to be promoted as per ministry requirements.

PSAT ADMINISTRATION PROCESS

The process consists of these steps

1) **Planning & ordering the test**
   Headmaster checks College Board for examination window for standardized test (PSAT) for grades 8, 9 & 10 -whether standard or with accommodations- decides

on a certain date then the test materials are ordered. Students are given PSAT exams once every year in grades 8, 9 & 10, usually the fall or spring exam.

2) **Preparing the test items and storage**
Exam coordinator then receives the test materials, sorts them out and keeps test books, answer sheets locked in a safe place till exam day. Student information sheets, student guides and coordinator manuals are stored in an easily accessible place to be distributed 1-2 weeks before the exam.

3) **Meeting with proctors**
Coordinator meets with proctors 1- 2 weeks before exam, hands out manuals and goes over important sections in the coordinator manual; mainly procedures for testing, how to issue irregularity reports, scripts, logistics of distributing & collecting answer sheets & test books as well as important fields to be filled in in the pre-administration section. A proctoring schedule as well as room roster is set by the school.

4) **ELA & MATH Teachers receive student guides.**

Teachers are given student guides to hand out to students that contain tips and advice for test taking as well as sample questions from every section. Each subject teacher (ELA/MATH) designates 1-2 class periods to acquaint students with the PSAT, how to fill in bubble sheet for answers or grid in (Math section). If student guides are not sent by college board, teachers use old tests and old answer sheets to do the same.

5) **Parents are informed.**
A message is sent to parents providing them with information about standardized testing (PSAT) and informing them of the test date chosen by the school. Also, a list of prohibited items is sent to parents and a list of what students must bring with them on test day.

6) **Administering the test**
On the test day, all proctors are in their designated classes 10 minutes before test starts, students are seated, and room is arranged according to policy mentioned in coordinator manual. Coordinator distributed answer sheets and test books to each proctor according to number of students testing and the test is administered starting 8 am.

7) **Returning test material**

Coordinators must return all used answer sheets to College Board by the next school day after test day by using the provided shipping labels and boxes to pack test materials, and then scheduling a UPS pickup.

Students with accommodations are handled by special-Ed department from step 2-6 only

PROCESS OF MAP TESTING AT MLS – AMERICAN DIVISION

The process consists of these steps

1. System Administrator (Headmaster) sets up MAP team and assigns roles. This step has already been completed in previous years since we have been administering MAP for several years now.

2. Rosters of students and associated teachers are imported /updated by Data Administrators (IT Dept) 1-2 weeks before testing in case of any duplicates and in order to reconcile discrepancies.

3. Tests are chosen from available test windows -test windows should be 3 weeks for valid comparisons. We usually aim to administer MAP at least twice a year.

4. Test preferences are set to ensure all students take correct test.

5. Training proctors is vital for a smooth testing session.

6. Students take their MAP tests by grade level in the computer lab on designated dates. Once they complete the test, they receive their scores on the screen.

7. Once test window is closed, there are numerous types of reports that can be generated but this happens after 24 hours of closing test window.

8. These reports should be generated and handed out to data officers to create trends and other data analyses, school administration to make data driven decisions regarding class distribution, course selections as well as teachers to make data driven decisions regarding their instruction , assessments , curricula ……etc.

GUIDELINES FOR PROCTORING SEMESTER AND FINAL EXAMS

All middle and high school students will be taking semester and final exams. Listed below are guidelines that teachers are expected to follow when proctoring.

1. Check desks and surrounding area to be sure no unnecessary materials are in the vicinity. Backpacks should be placed outside the classroom.
2. Place exams upside down on corresponding desks.
3. Instruct the students to turn over the exams and read through the exam before they actually begin to write. This is not considered part of their allotted time.
4. There should always be at least 2 proctors observing the students at all times.
5. Students are allowed to ask questions, so proctors must be aware of raised hands.
6. A proctor should take attendance as soon as the students have begun to write.
7. Individual dismissals may begin no earlier than 15 minutes before the end of the exam. Students may only leave the exam site **if under supervision.**
8. Students are not allowed to leave the exam site to use the bathroom.
9. When exam time ends, students must place their pens on their desks. Teachers should take possession of the exams at this point.

MISR LANGUAGE SCHOOLS UNIVERSITY FAIR

Misr Language Schools University Fair is a huge and major event held yearly by the American Division College Counselor. This event hosts Egypt's top universities and study abroad agencies and pathways which gives the opportunity to the students and their parents to gather informed decisions about their upcoming future paths .This happens by being introduced to the new majors presented by different universities, knowing more about admission requirements and procedures, scholarships, enrollment fees and study choices.

Additionally, the study abroad agencies grant the students and their parents free consultations about the requirements of applying to universities abroad, the partial and full scholarships also offer the huge benefit of doing all the paperwork.

Information gathered at the fair also allows Grade 10 students to take the right decisions when it is time for them to choose their subjects at school in Grades 11 and 12.

Misr Language Schools had the opportunity to hold two huge university fairs during the past four years. The 7ᵗʰ round of MLS UF was during the academic year 2019-2020.The 8ᵗʰ round was held during this academic year 2022-2023.

Throughout the academic years 2020-2021 and 2021-2022, Misr Language schools did not hold any university fairs due to Covid-19 pandemic.

<u>More Details about Misr Language Schools University Fair (2019-2020);</u>

The event was held on Wednesday,20ᵗʰ of November,2019.

A group of the top-ranked universities in Egypt attended... e.g.

- Arab Academy for Science and Technology (AAST)
- Coventry University – ESLSCA
- Future University in Egypt (FUE)
- German University in Cairo (GUC)
- Misr International University (MIU)
- Modern Sciences and Arts University (MSA)
- New Giza University (NGU)
- Nile University (NU)
- University of Canada in Egypt (UCE)
- Zewail University.(ZU)

The study abroad agencies which attended were;

- AmidEast's Education USA
- BESA
- Edres
- Elsewedy Education
- Global Study UK
- IDP
- UniPal
- Mousez for Study Abroad
- Step by Step
- Universal Education.

Those agencies represented universities from;

- Australia
- Canada
- Cyprus
- Czech Republic
- Finland
- France
- Germany

- Holland
- Hungary
- Ireland
- Malaysia
- Montenegro
- New Zealand
- Northern Cyprus
- Poland
- Russia
- Singapore
- Slovenia
- South Korea
- Spain
- Sweden
- Switzerland
- Turkey
- UAE
- UK
- Ukraine
- USA.

The estimated number of students who attended the event from the American, British and French divisions were 250 students, in addition to their parents.

The event was of great benefit and added a lot of information to the students which allowed them to make the right choices for their career paths.

Misr Language Schools University Fair (2022);

The annual fair brought almost all the top universities and agencies in Egypt, all present from 10AM-3PM at MLS school campus.

This year, MLS succeeded to host the largest number of participants (32 universities and agencies) exceeding all the University fairs previously held.

The University for Creative Arts present from UK and EU Business School from Spain and Germany, joined us from overseas;

Furthermore, the top notch universities that attended for the first time were;

- American University in Cairo (AUC)
- German International University (GIU)
- Nova University

- University of Prince Edward Island
- Toronto Metropolitan University
- University of Central Lancashire
- University of London
- L'Universite Francaise D'Egypt

In addition to our honorable guests;

- The Arab Academy for Science and Technology (AAST)
- British University in Egypt (BUE)
- Canadian Intl' College (CIC)
- Coventry University
- ESLSCA
- Future University in Egypt (FUE)
- German University in Cairo (GUC)
- Modern Sciences and Arts University (MSA)
- New Giza University (NGU)
- Nile University (NU)
- Zewail University (ZU)

For those aiming for joining universities abroad, top agencies in Egypt and worldwide, representing more than 2000 universities around the world, joined the university fair e.g.

- A2Z
- AmidEast's Education USA
- BESA
- Edres
- Edulinx
- Global Study UK
- Global Student Admissions
- Study Group
- IDP
- Intoglobal
- UniPal
- Mousez for Study Abroad
- Study Gram
- Prime Gate

All representing the following countries;

- Australia
- Austria
- Bulgaria
- Canada
- China

- Cyprus
- Czech Republic
- Finland
- France
- Georgia
- Germany
- Holland
- Hungary
- Ireland
- Jordan
- Malta
- Malaysia
- Montenegro
- New Zealand
- Poland
- Russia
- Singapore
- Slovenia
- South Korea
- Spain
- Sweden
- Switzerland
- Turkey
- UAE
- UK
- Ukraine
- USA.

A tremendous number of different scholarships were offered, among which is Onsi Sawiris Scholarship which provides a full scholarships program to attend one of the following universities:

- Harvard, USA,
- Stanford, USA
- MIT, USA
- University of Chicago, USA
- UPenn, USA

IELTS and TOEFL representatives by IDP and Edres agencies offered to organize a scheduled exam days for MLS students.

3 Agreements have been made with Universities of Canada, Nile University and the Canadian International College.

The students' information was gathered for further announcements and follow-ups.

Misr language Schools high school students and parents for grade 10, grade 11 and grade 12 attended the event from all divisions. The estimated number was as follows;

Total number of attending students

Division	Grade 10	Grade 11	Grade 12	Total
American	100	106	81	**287**
National	62	59	53	**174**
British	101	94	51	**246**
French	54	51	47	**152**

Our Vision:

The Special & Inclusive Education Department strives through continuous improvement and collaboration with all involved parties, to exceed the expectations of students with special educational needs and gradually reach true inclusion. The necessary support and services are provided to allow them to learn to their utmost potential to utilize their diverse strengths and abilities to become independent and active members of the society.

Our Mission:

The Special Education Department's mission is to provide high quality services that enrich students with special education needs with competitive skills and knowledge through:

- High quality instruction.
- Qualified, dedicated and enthusiastic team members.
- Involved and collaborative parents.
- Available resources and assistive technology.

The Department of Special and Inclusive Education has started in the academic year

2004/2005 with a few number of students and teachers. In the past few years, the number of students has increased to reach around 28 students in Elementary stage, 15 students in Middle School and 12 students in High School. In every stage, there are sufficient numbers of teachers who cater to the needs of students; in Elementary there are around 16 Special Education teachers, while in Middle and High School, there are 9 Special Education teachers in each stage. The students and the teachers are supervised by the Special Educational Needs Coordinators (SENCOs), available for each stage.

The Department of Special and Inclusive Education at MLS is considered one of the pioneers in this field. It serves a wide variety of students with differentiated disabilities such students with Intellectual Disabilities, Learning Disabilities, Social/Emotional Disabilities, as well as students with Pervasive Developmental Disorders. Around 15 students have graduated from MLS and have joined different universities in different parts of the world. Some of the challenges that we face are the lack of awareness towards students with disabilities and how to deal with them. Also, another challenge is the denial of some parents in acknowledging that their children have some kind of a disability, which makes it harder to accommodate to their needs. On the other hand, some of the challenges we face is the unrealistic expectations that some parents have for the learning of their children.

Our Services:

1. Individualized Educational plans (IEPS)

As each and every student with disability has a unique profile, we issue an Individualized Educational Plan (IEP) for each student enrolled in the department. This IEP is based on the standardized assessment that we perform for each student once he is enrolled in the department, as well as the cognitive assessment that is usually conducted before enrollment. The IEP document includes each child's educational strengths, interest areas, significant personal attributes, and personal accomplishments. Also, the IEP states how the student's disability will affect his academic performance, as well as the accommodations he needs to make for an effective progress.

2. Standardized Academic Assessments

We use standardized assessments to measure students' achievements and as a source of data to help us improve the quality of teaching and learning of students with disabilities. Also, it can help coordinators and teachers make decisions regarding the instructional program for each student according to their performance in the assessment.

3. Workshops and Teacher Trainings

We work in collaboration with the mainstream teachers to reach the most optimum inclusive environment possible. The Special Ed. teachers collaborate with the mainstream teachers by meeting weekly to share their work experiences with students with disabilities, and to discuss how to provide them with the best learning environment possible.

4. SAT Accommodations Request

In the high school stage, when students are entitled to take their SATs, we request accommodations for students with disabilities according to each student's profile. The process includes sending the needed evidence for each student to receive the entitled accommodations. The documents needed are usually the students' statement of diagnosis, their IEP document, their academic and cognitive assessments, as well as samples of their previous assignments and exams. We have been doing this process for almost the past 10 years and we are considered a testing center for students with disabilities

ACTIVITIES

Middle & High School Activities- American Division (2018-2023)

We at MLS don't only offer Education we shape personalities. The Activities department merges the Middle School and The High School – American Division in several events. It is classified into the below:

1. **Spirit days**- a Monthly day for the students to dress all in a special theme)
   a. Back to the 90's
   b. Green Day
   c. Twin day
   d. PJ Day
   e. Character Day
   f. Old Day
   g. Favorite Football Jersey
   h. Character Day
   i. Mismatch Day

j. Crazy Hair Day

2. **Clubs** – students sign up to their favorite club and attend a weekly period.
        a. Graffiti
        b. English Drama (Back to the 80's, Grease, The Mysterious Book & Robo teacher)
        c. Arabic Drama
        d. Art Mania (refurbish white wooden chairs with acrylic paints
        e. Mosaic
        f. Decoupage
        g. Yoga
        h. Dance
        i. Percussion
        j. Cooking
        k. Arabic
        l. Streetball (3 on 3 basketball matches)
        m. Kickboxing
        n. Ping-Pong
        o. Volleyball
        p. Board Games
        q. Spanish
        r. Jewelry Club
        s. MLS Cares

3. **Trips:**
        a. International trips
        b. Domestic trips

4. **Events**
        a. MLSUF (University Fair)
        b. Spring Carnival
        c. Christmas Bazaar

d. Camping

e. Orphans Day

f. Halloween

g. International Day

h. Garage Sale

i. Nanny's Appreciation Day

j. Secret Santa

Student Council Elections

At the beginning of each year we announce the day for the student Council elections for the student Council. Students then start to RUN their campaigns and get ready for the elections. Each class has to have at least two candidates running for the elections. On the Election Day we distribute a paper with all the candidates and each student gets to choose only one name to vote for. One candidate wins for each class in each grade level.

Being a Student Council representative is a huge responsibility. This position requires dedication and a lot of hard work. We set a higher example for all students to follow. Being a part of the Student Council also teaches them a lot of important lessons and shapes them in a more well-rounded and overall better human being. It teaches them punctuality, perseverance, dedication, organization, responsibility, and social skills. We also accomplish a lot throughout the school year, and organize many of the events.

Our responsibilities include attending a meeting every week with our Council coordinator Ms. Deena Seleem. In this meeting we discuss what we have accomplished in the past week and make future plans. The Student Council also acts as a link between the student body and the administration, as we are expected to carry messages, concerns, or issues between both. We organize events at school such as the Halloween celebration, Christmas Festivity, Spring Carnival, International day, Charity events, Nanny

Appreciation Day. One of the Student Council jobs is also to help plan and organize field trips and school activities.

Over all being a Student Council representative is a great experience. It comes with its challenges, but also comes with great rewards. It teaches them important life lessons and how to become more of a leader. Being a Student Council representative is about being part of something that you know will make a difference.

FIELD / EDUCATIONAL TRIPS

Field trips are an important part of the educational process. In order to maximize this potential, the following steps should be followed:

- Names of all students on school trips should be available to all teachers at least two days prior to the trip.

- A statement of objective should be made. The trip should be relevant to activities taking place in the classroom. Students should be prepared in advance as to the purpose of the trip and how this trip will enhance their learning.
- A written request to the Activities committee Director of Activities and Athletics should be made well in advance so that proper arrangements for transportation and chaperones can be made.
- Permission slips must be sent to the parents, signed and returned prior to the trip.
- If the destination is one not previously visited, a trip to the site in advance is recommended.
- Notices must be sent to other faculty members whose classes will be affected.
- Any financial obligations must be cleared with the administration and the appropriate funds secured prior to the trip.
- Adults with cellular phones must accompany any students leaving campus on all school sponsored activities.

DATA COLLECTION AND ANALYSES PLAN AND PROCESSES

I. Demographic Data:
   A. It is the responsibility of the Data manager to send the student information sheet at the beginning of each academic year to collect the required data regarding each student.
   B. It is also the responsibility of the Data manager to send the staff information sheet at the beginning of each academic year to collect the required data regarding each staff member.
   C. This data is organized and represented in a report to all staff.

II. Stakeholders' Feedback Data
   A. The preparation of surveys to all stakeholders is the responsibility of the Data department.
   B. The department creates a plan for administration of surveys that ensures the continuous communication between school and all stakeholders (Parents, Students and Staff)
   C. Surveys are prepared in a manner that allows for analyses and conclusions through addressing the same elements to all stakeholders (Checking for discrepancies/ consensus)
   D. The analyses of such surveys is completed by the data department and shared with all stakeholders

III. Student Performance Data
   Purpose: Guide Instruction and Assessment / Review Curriculum

   A. At the end of each quarter, teachers are required to analyze their formative and summative assessment results.

   B. They are required to list their findings.
   D. In a department meeting led be the HOD, teachers discuss their findings and identify any concerns that need to be addressed.
   E. Analyses of root cause of an issue is reached and a theory of action is suggested.
   F. The outcome of this process is shared with the AC and the headmaster.
   G. The next step is to create and start an action plan.

IV. Attendance Data:
   A. It is the responsibility of the Attendance Coordinator to collect and record the attendance/tardy data daily.
   B. At the end of each quarter, the data is organized, analyzed, and reported to the headmaster.

V. Disciplinary Records:
   A. It is the responsibility of the Discipline Coordinator to collect and record the data daily.

        B. Disciplinary actions in response to any referrals is shared with all staff through a WhatsApp message.
        C. At the end of each quarter, the data is organized, analyzed, and reported to the headmaster.

VI.   <u>Standardized Tests Data:</u>

Purpose: Guide Instruction and Assessment / Identify Learning Gaps/ Review Curriculum

        A. Upon reception of results of any standardized tests administered, a meeting is organized to discuss the results and to come up with an action plan when needed.
        B. The meeting is attended by the headmaster, HODs, and AC
        C. Results, as well as the meeting report is then shared with all staff.

DATA TO BE COLLECTED/ CLEANED AND ANALYZED:

(Quarterly)

1. Attendance Data
2. Discipline Referrals Data
3. Academic Performance Data/ Grade/ Subject
4. Clinic Data

Bi-annually:

1. Parents Surveys
2. Students Surveys
3. Teachers Surveys
4. Staff Surveys
5. Learning Environment Observations/Analysis
   Purpose: Review Instruction Strategies and Resources
6. Teacher Observations Analysis
   Purpose: Decide on Professional Development Plan
7. Standardized Tests Results (MAP)
   Purpose: Guide Instruction and Assessment / Identify Learning Gaps/ Review Curriculum (Scope and Sequence/ Maps/ Differentiation)

Annually:

1. Enrollment Data

2. PSAT/ SAT/ EST/ ACT Scores Data
3. Graduates' College Enrollment Data

General Requirements:

1. Original birth certificate
2. Photocopy of the ID of both parents.
3. Six recent passport size photographs.
4. Original transfer request from previous school.
5. 3 photocopies of the transfer request to be stamped by previous school and relevant educational district directorate. (Documents from schools located in other governorates should be stamped by the relevant educational district directorate and MLS's relevant district directorate)
6. Electronic transfer request stamped by previous school.

Requirements for applicants transferred from National Division to the American Division:

1. Most recent school report card and academic transcript.
2. Certificate of A level subjects.
3. A school record showing the number of years of schooling and promotion from one academic year to the next.
4. All documents from previous schools to be stamped by the school and the relevant educational district directorate.

Requirements for applicants transferred from international system to the American Division:

1. Most recent school report card from an internationally accredited school (Elementary or Middle school), or from an international accreditation authority (High School).
2. Report/certificate showing proof of passing subjects required by the Ministry of Education (Arabic Language / Religion / Arabic Social Studies / Civics) stamped by the school and the relevant educational district directorate.
3. A school record showing the number of years of schooling and promotion from one academic year to the next, stamped by the school and the relevant educational district directorate.

Requirements for Egyptian applicants returning from abroad:
1. Most recent report card stamped by previous school, the Ministry of Foreign Affairs, the Egyptian Embassy and the Cultural Attaché or stamped by the Embassy in Egypt and the Egyptian Ministry of Foreign Affairs
2. Translation of the report card by a certified office.
3. Return permit, authorized and stamped by the Pyramids Educational Directorate.
4. Exemption from Arabic Language if applicant resided in a non-Arabic speaking country.
5. A school record for the past years of education stamped by the school and the relevant educational district directorate.
6. Photocopy of passport

Requirements for non-Egyptian applicants:

1. Valid arrival permit and security permit.
2. Birth certificate translated by a certified office.
3. Document of exemption from Arabic Language authorized and stamped by the Pyramids Educational Directorate if applicant resides in a non-Arabic speaking country.
4. Most recent school report card/certificate authorized/authenticated by educational district directorate in the country where the applicant resided, and to be translated by a certified office.

PARENT-SCHOOL COMMUNICATION

    I.   <u>**Channels of Communication**</u>
- A. ThinkWave Online Gradebook/Messages
- B. Academic Issue Reports
- C. Quarterly Report Cards
- D. Emails
- E. General Parents' Meeting
- F. One-on-one Meetings if Needed
- G. Class Dojo

II. <u>Class Dojo</u>

- All school communications will reach you through Class Dojo and it is therefore crucial that you download and activate the App on your phone/computer immediately if it is not yet installed.
- Messages from school are one-way only and cannot be replied to. However, the below accounts are open for parents to send and receive messages:

1. Permissions/Transportation: Mr. Osama Ibrahim

Note: Non-Bus and Transportation requests sent after 12 noon will not be processed.

2. Attendance: Ms. Enas Adel
3. ThinkWave support: Mrs. Sherien Hussien
4. Discipline: Mrs. Deena Seleem (Middle school), Mrs. Amany Awaad (High school)

III. <u>Emails</u>

A. All academic issues must be communicated directly to teachers and copying (Cc.) Heads of Departments (All emails will be shared with you shortly). If the problem is not solved, you must raise it to the administration using the following emails:

B. Middle school (Grades 7, 8 & 9) official email: mscontact@mls-egypt.org

C. High school (Grades 10, 11 & 12) official email: hscontact@mls-egypt.org

D. All other issues (non-academic) must be communicated directly to the above emails (mscontact@mls-egypt.org and hscontact@mls-egypt.org)

IV. <u>Mobile Phones (From 8:00 to 16:00)</u>

| Ms. Dina El Gazzar (High School Admin Office) | 01015387883 |
| Ms. Deena Seleem (Middle School Admin Office) | 01033106327 |

V. <u>Meeting Request</u>

- If all the above channels of communication do not allow you to adequately express your query/concern and a meeting is necessary, you may use the following link to request an appointment:
- https://form.jotform.com/212581818596063
- Once you submit the form, you will receive a confirmation email that the school has received your request. This is not an approval. A second email will reach you either approving or denying the request.
- Meeting days are Mondays and Wednesdays, from 10AM to 12 noon.

- Meeting duration is a maximum of 30 minutes.
- Kindly plan to be on campus 10 minutes ahead to avoid delays as the meeting will be cancelled automatically if the QR code is not scanned at the exact scheduled time.
- No requests will be addressed except through the official channels and according to the specified regulations above.
- We are counting on your cooperation for a smooth academic year.

MIDDLE/HIGH SCHOOL INTERNAL PURCHASING POLICY

Requisition Gathering

1- At the beginning of Quarter Four, Heads of Departments will receive 2 forms which they need to fill out with members of their department.
   a- Purchasing Request Forms
   b- Wish List Form
2- At the beginning of Quarter Four members of Administration will receive 2 forms which they need to fill out
   a- Purchasing Request Form
   b- Wish List Form
3- The filled-out forms should be handed in to the Headmaster / Mistress for review and action

Procurement List and Purchasing

4- The Headmaster / Mistress will make a list of all resources on the various Wish List Forms, members of staff might be required to discuss or clarify any item they have included on this form. The Headmaster / Mistress will then prioritize the requests in alignment with the objectives and goals of the American Division and attempt to include the items on the Wish List Forms within the petty cash budget of his / her office.
5- The Headmaster / Mistress and will discuss the items on the Purchasing Request Forms with central administration. Heads of Department might also be requested to clarify or discuss any items on the form. Once a procurement list is drafted, various vendors / sources will be defined and approached for quotations. Any modifications or changes will be discussed with relevant staff members. The final requests will be included within the overall budget of the American Division at each stage.

Members of staff filling in their forms should adhere to the following guidelines:

1- Make sure you accurately assess your usage of resources, and that they are being utilized effectively and efficiently
2- Always try to avoid waste
3- Research new and modified resources before making your request
4- Try to include everything you will need within your request to ensure a smooth flow during the academic year
5- Stipulate a particular source / vendor if necessary and explain why this source / vendor should be used
6- Remind yourself of the objectives and goals of the American Division and align your requests accordingly
7- Be sure to adhere to all deadlines, and include all necessary information clearly on your request forms

Misr Language Schools - American Division
Calendar of Administrative Dates
Academic Year 2022 - 2023

Month	Su	Mo	Tu	We	Th	Fr	Sa	Quarter	Notes
September					1	2	3		
	4	5	6	7	8	9	10		Sep 18th - First day of School for G5, G6, G7, G8 &G9
	11	12	13	14	15	16	17		Sep 19th - First day of School for G2, G3, G4, G10 & G11 / Sep 20th- First day of School for KG2, G1 & G12
	18	19	20	21	22	23	24	Q u a r t e r 1	Sep 21st -First day of School for KG1 Frogtastic & KG1 Magnificent Monkeys
	25	26	27	28	29	30			Sep 22nd - First day of School for KG1 Daffy Ducks & Nursery Busy Bees
October							1		
	2	3	4	5	6	7	8		Oct 6th Armed Forces Holiday
	9	10	11	12	13	14	15		
	16	17	18	19	20	21	22		Oct 19th-Staff Development Day (After school)
	23	24	25	26	27	28	29		Oct 26th - 27th Mid Quarter Break
	30	31							
November			1	2	3	4	5		
	6	7	8	9	10	11	12		
	13	14	15	16	17	18	19		Nov 17th End of Q1
	20	21	22	23	24	25	26		Nov 20th Beginning of Q2 / Thanksgiving
	27	28	29	30					
December					1	2	3		
	4	5	6	7	8	9	10	Q u a r t e r 2	
	11	12	13	14	15	16	17		
	18	19	20	21	22	23	24		Dec 20th - Staff Development Day (After school) /Dec 22nd - Jan 8th Winter Break
	25	26	27	28	29	30	31		
January	1	2	3	4	5	6	7		
	8	9	10	11	12	13	14		
	15	16	17	18	19	20	21		
	22	23	24	25	26	27	28		Jan 26th Police / Revelotion Day
	29	30	31						
February				1	2	3	4		Feb 2nd End of Q2
	5	6	7	8	9	10	11		Feb 5th Beginning of Q3
	12	13	14	15	16	17	18		Feb 15h - Staff Development Day (After school)
	19	20	21	22	23	24	25	Q u a r t e r 3	Feb 21st - 23rd Mid Year Break
	26	27	28						
March				1	2	3	4		
	5	6	7	8	9	10	11		
	12	13	14	15	16	17	18		
	19	20	21	22	23	24	25		
	26	27	28	29	30	31			
April							1		
	2	3	4	5	6	7	8		
	9	10	11	12	13	14	15		Apr 13th End of Q3
	16	17	18	19	20	21	22		April 17th- May 1st Easter / Sham El Nesim / Eid / Sinai Liberation Day/ Labor Day
	23	24	25	26	27	28	29		
	30								
May		1	2	3	4	5	6		May 2nd Beginning of Q4
	7	8	9	10	11	12	13		
	14	15	16	17	18	19	20	Q u a r t e r 4	
	21	22	23	24	25	26	27		
	28	29	30	31					
June					1	2	3		
	4	5	6	7	8	9	10		June 8th Last Day of School (Nursery to G4)
	11	12	13	14	15	16	17		June 15th Last Day of School (G5 - G6)
	18	19	20	21	22	23	24		June 26th Last Day of School (G7 to G12)
	25	26	27	28	29	30	1		

Quarter 1	42 instruction days
Quarter 2	41 instruction days
Quarter 3	47 instruction days
Quarter 4	40 instruction days

ADMINISTRATION : 46	
Office: 22	
Alaa Assem	Scheduling Coordinator+ Data Manager + Software Developer
Asser Assem	Rediker Administrator + Office 365 Administrator
Amani Awaad	Head of Discipline High School +Ministry exams coordinator
Celine Antaky	School Counselor
Deena Seleem	MS Administrative Assistant + Activities team member +MS Head of Discipline
Dina El Gazzar	HS Administrative Assistant +Activities team member
Dina Fahmy	Correspondence
Dina Yassin	Educational Psychologist
Dr. Mohamed Soliman	School Vice Principal + MS & HS Headmaster
Enas Adel	Attendance & Substitution Coordinator + Data Team member + Purchasing & Finance Coordinator
Fayza Ibrahim	Detention +Exam control room
Ghada El Abhar	Special Education Department Administrator
Heba Zeitoun	Editor in Chief + Presenter / speaker
Heba Osman	College Counselor + Grade 12 Coordinator
Nanice Elsharnoby	Standardized Assessments Coordinator
Osama Ibrahim	Head of Supervision +Business Manager (Transportation – Maintenance – Purchases – Workers)
Reham Osman	Head supervisor for Middle School
Shahira Sadek	AQC + IB DP Associate
Sherien Hussien	Graphic Designer + ThinkWave Administrator + E-books + Shared Folder Coordinator
Shereen Touny	MS and HS Deputy + ESS HOD
Wael Mohie	Head supervisor for High School + Photocopying supervisor

Nader Farouk	Music Teacher + Class Dojo Administrator +Activities team member
Clinic: 2	
Hanin Amer	School Doctor
Sherine Mohammadi	Nurse
IT department: 2	
Ahmed Abdel Moneim	Technical support officer + MAP test administrator + Active Directory Administrator
Hany Naeem	Technical support officer + MAP test administrator + Active Directory Administrator + School Website Administrator
Library: 1	
Shereen Hefnawy	Librarian
Photocopying: 2	
Asmaa El Qoushi	High School
Kholoud Morsi	Middle School
Science Lab: 2	
Ebtesam Sayed	Lab Assistant
Shaymaa Gamaleddin	Lab Assistant
Supervisors: 12	
Abeer Mohamed	High / Grade 11
Ahmed Magdy	High / Grade 12
Ali Fouad	Middle / G8
Anoud Abul Yazid	High / Grade 12
Abdullah Sayed	High / Grade 11
Doha Shaarawi	PE assistant / Grade 8
Islam Sayed	Middle / G9 + Book Room Officer
Ahmed Sayed	High / G10
Mai Khattab	Middle / G8
Nadia Mostafa	MS Discipline Assistant
Moataz Ali	HS Discipline Assistant

Mohamed Gameel	Music + Playground
Mohamed Roshdy	Middle / Grade 9
Alaa Sayed	Middle / G7
Sahar Raafat	Middle / G7
Ahmed Nasr	High