

El Alsson American International School

Middle and High School Student & Parent Handbook



2017-2018 School Year

EL ALSSON AMERICAN INTERNATIONAL SCHOOL
OUR VISION
DEVELOPING SUCCESSFUL 21ST CENTURY CITIZENS
OUR MISSION

**Our students will think, create, contribute and take pride in
themselves and society**

WE AIM TO:

- 1. Encourage students to be involved in their community.**
- 2. Challenge our students to think critically.**
- 3. Provide opportunities to connect learning to real life.**
- 4. Emphasize effective communication skills.**
- 5. Support personal and social development.**
- 6. Encourage students to work collaboratively.**
- 7. Appreciate all students as unique individuals.**
- 8. Inspire students to rise to challenges**

EXPECTATIONS: We aim to...

1. Encourage students to be involved in their community.

Students will:

- help create a safe, clean and positive school environment.
- show respect and effort in all school activities
- show respect for the property of others and the school.
- give their time and take part in charity and volunteer opportunities.

2. Challenge our students to think critically.

Students will:

- aim high academically and work on developing necessary thinking skills
- be independent learners
- participate in all learning activities
- work on and complete all required school work to their highest possible level

3. Provide opportunities to connect learning to real life.

Students will:

- take part in opportunities for work experience and charity work
- use learning objectives and problem based learning to make connections to real life applications
- use clear learning objectives and feedback to promote their achievement
- assess their own learning against given requirements

4. Emphasize effective communication skills.

Students will:

- learn how to ask for help and resolve conflicts
- make positive choices within boundaries of school expectations
- practice positive interactions, through tone, language and gestures
- be polite and use appropriate language

5. Support personal and social development.

Students will:

- problem solve, make good choices, practice perseverance, self discipline and being responsible
- pursue their interests through clubs and social activities.
- learn time management skills and balance between home and school.
- be responsible for their learning, including attendance, punctuality, being prepared to learn and academic honesty as per the Honor Code

- practice leadership at all levels of the school and be role models
- not accept bullying in any form
- feel pride in their appearance and comply to the uniform policy

6. Encourage students to work collaboratively.

Students will:

- work with and show respect to peers and teachers
- create a productive work atmosphere
- show willingness to learn and to allow others to learn.

7. Appreciate all students as unique individuals.

Students will:

- produce work that reflects their opinions and abilities
- use support lessons or other sessions as needed to promote achievement.
- learn their particular talents and skills and work to develop skills they lack

8. Inspire students to rise to challenges

Students will:

- aim to achieve to the highest level
- successfully transition from Elementary or Middle School to new grade levels
- prepare for higher level tests such as SAT I and II, or Advanced Placement
- acquire new study skills to improve learning
- pursue college and career paths that reflect their talents and skills
- set and work towards attaining personal goals

DAILY ROUTINES

School starts at 7.50 am when the bell rings for Assembly and ends at 3:05 pm. You will have 8, 45 minute periods with two breaks during the school day. Middle School students have the same 2nd break time as High School students.

Assembly	7:50
Period 1	8:00-8:50
Period 2	8:50- 9:35
Period 3	9:35- 10:20
1st Break	10:20-10:35
Period 4	10:35-11:20
Period 5	11:20-12:05
2nd Break	12:05-12:50
Period 6	12:50 - 1:35
Period 7	1:35 -2:20
Period 8	2:20- 3:05

Before School: You should be at school by 7:45 am and organize your materials for the first three periods before school. On assembly days (Monday, Tuesday, Thursday) you go to your Period 1 after assembly. On Wednesday students take part in American International Section Assemblies before going to Period 1. Your attendance for the school day, which appears on your report card, will be determined by your Period 1 attendance.

During Break: Again, you can use break time to organize materials for your next classes or eat (food is available to buy from the food providers on campus) Support sessions and some sports and school activities will take place at break times. There are no warning bells before the end of break.

Lockers

Lockers are available for storing texts and other items. Each locker has a key. There are not spare keys. It is essential you do not lose your locker key. Use Pre-Assembly and Break times to visit your locker to organize your books for the morning and afternoon lessons, as well as End of Day to take books you need for HW. You cannot use lockers at other times.

Going Home by BUS

At 3:05pm please go directly to your bus. Inform the bus matron in the morning if you will not be getting the bus in the afternoon. You cannot change buses during the school year or bring friends home on the bus as space can be limited on buses. Buses leave at 3:15pm, so be on time! On the buses, the matrons are responsible for your well-being. Their instructions need to be followed and they must be treated with respect. You are also expected to follow instructions from any member of the school's staff who uses the bus with you. While we expect all students to abide by the rules of the busses and remain seated during the trip, any unacceptable behaviour will be referred to the Bus Controller and the Operations Manager and could lead you to be suspended from using the bus. Any damage caused will be your responsibility.

Going Home by CAR

Car riders may only meet your car behind the Administration Building, through Gate 4. We ask you to leave as quickly as possible, so staff supervising is also free to leave. Respect the rules of the teacher(s) on duty. If not collected by 3:20pm, you will be taken to be supervised at the security office at Gate 4, or at reception at the Administration Building.

BUS RULES

- We do arrive promptly for the bus in the morning and the afternoon. We don't arrive late for the buses (as this is impolite and delays everybody).
- We do sit properly in our seats at all times. We don't kneel up on seats, face backwards, stand up or move around when the bus is in motion (all dangerous as an accident could occur if the bus stops suddenly).
- We don't eat on the bus (choking hazard if the bus stops suddenly or goes over a bump).
- We do keep our hands and feet to ourselves and inside the bus. We don't put our hands, heads or feet out of the bus windows (this is dangerous).
- We do keep our voices down. We don't use loud voices (as this is dangerous as this can distract the driver and cause an accident).
- We do read, play electronic games, or listen to music quietly. We don't use pens/ pencils or other sharp objects on the bus (this is dangerous and can result in an accident).
- We do enjoy our bus ride and ensure everybody else does too. We don't annoy or upset other students verbally or physically (as this is bullying and unacceptable).
- We do follow instructions and speak respectfully to all members of staff at all times. We don't disobey or speak disrespectfully to adults.
- We do follow the rules. We don't break the rules. Insert information about late buses here Insert information about bus changes here.
- Late Buses After School If any student requires a late bus after school, he/she must sign up for it and pay any bus fee the day before he/she needs the bus. For example, if a student requires a bus on Monday after school, he/she must sign up for it on Sunday.

SCHOOL UNIFORM

Grades 6-10

You can purchase all uniform from the El Alsson uniform shop or online through our school website. Shop address: 60 Mossadak Street, Dokki (1st floor, first door on right, Telephone Number: 3338 0457

Make sure that you ask for the correct uniform for the Senior School - there are photographs on display at the shop if you are unsure. Please label all uniform including the PE kit!

Below is a list of summer and winter items:

Summer & Winter

- Gold El Alsson T-shirt • Gold El Alsson T-shirt or polo shirt
- Gold El Alsson polo shirt • Navy blue trousers
- Navy blue trousers (see notes below) • Navy blue sweatshirt (round or V neck)
- Hooded top or navy blue jacket. *White or navy blue scarfs

Notes:

- Please keep long hair tied up at all times and veiled girls must wear a short navy blue or white veil. It is not permitted to have dyed and/or braided hair. Caps are also not allowed.
- Girls cannot wear makeup, nail polish or jewelry, except a watch and one pair of stud earrings.
- Boys must be clean shaven and keep their hair short, but not shaved
- Shoes must be covered with a back around the heel. Sandals, Crocs, Uggs and Boots are not allowed.
- Denim, jean-style trousers or track pants are not permitted as part of your everyday uniform.
- Your uniform must be clean and in good repair.

School Trousers

Over the years there has been a lack of consistency with regards to the correct school trousers, especially for girls. Correct style trousers can be brought from school uniform shop. If you decide not to buy them from the school shop, please refer to the guidelines on trousers below.

- No metal studs, No rectangular pockets on the back etc.
- All trousers must be straight cut, loose fit and NOT skin tight.

The PE kit is:

- El Alsson navy PE shorts
- El Alsson grey PE T-shirt
- Navy blue track pants
- Training shoes with back. No slip-on shoes allowed.
- El Alsson sweatshirt (Winter only)

If for any reason you have to come to school out of uniform, you must always bring a note to the American Office explaining why. You will be given an OUT OF UNIFORM pass valid for that day only. We expect you to be in the correct uniform the following day.

Grade 11 and 12

Grade 11 and 12 Students have additional privileges in their uniform. While they will no longer be expected to wear El Alsson's traditional blue and yellow, they are expected to follow these guidelines at all times when they are on school grounds, including when taking exams. Seniors and Sixth Form are expected to be dressed smartly, setting an example across the whole school. Suitable attire can be found locally at popular clothing stores; a list of recommended shops is available on the school website: www.alsson.com

Summer:

- Any color polo (plain and only small logos permitted)
- Beige or black chino pants (straight leg)
- Closed toe shoe – trainers or shoe

Winter:

- School uniform Jacket
- Plain long sleeve t-shirt is permitted under the sweatshirt/polo shirt

Personal appearance:

- Girls are permitted light make up, some appropriate jewelry, and nail varnish, at the discretion of the Senior Management.
- Boys need to keep hair short and clean shaven or neatly trimmed beard.

Not permitted: Tight fitted or skinny pants, jeggings/leggings, denim trousers that have rivets (jeans), sweat pants/gym attire, shorts or skirts, T-shirts, tattoos or other piercings other than ears.

Senior Management will ultimately decide on the appropriateness of student appearance. Students not meeting this dress code will be subject to the same sanctions as students in lower grade/year groups. This includes detentions, calls to parents and being sent home for consistent violations of the dress code.

WHO SHOULD I KNOW IN THE AMERICAN INTERNATIONAL SCHOOL?

- Subject Teachers (one for every subject on your timetable)
- Heads of Department
 - Math: Mrs. Magda Fakhry (mfakhry@alsson.com)
 - English: Ms Shelia Brownlee (sbrownlee@alsson.com)
 - Science: Mr. John Sagun (jsagun@alsson.com)
 - Social Studies: Ms. Shannon Rich (srich@alsson.com)
 - French: Ms Anne-Laure Paillard (apaillard@alsson.com)
 - ICT: Mrs. Heba Hassan (hhasan@alsson.com)
 - Art: Ms. Tijana Antonic (tantonc@alsson.com)
 - PE/Director of Sport: Ms Kathryn Pescod (kpescod@alsson.com)
 - Arabic: Mrs. Norhan Osman (nosman@alsson.com)
- Office Manager: Ms May Yassin (myassin@alsson.com)
- Office Manager Assistant: Mrs. Dina Omran (domran@alsson.com)
- Grade Level Advisors
 - Grade 11-12: Ms. Noha Sabry (nsabry@alsson.com)
 - Grade 10: Ms. Anne-Laure Pillard (apillard@alsson.com)
 - Grade 9: Ms. Heba Hassan (hhasan@alsson.com)
 - Grade 8: Ms. Angela Mell (amell@alsson.com)
 - Grade 7: Mr. Malik Khimani (mkhmani@alsson.com)
 - Grade 6: Ms. Julie Mourou (jmourou@alsson.com)
- External Assessment Coordinator: Mr. Hisham Azzazi (hazzazi@alsson.com)
- Career and Work Experience Coordinator: Mr Mostafa Hammad (mhammad@alsson.com)
- Community Service Coordinator: Mr. Ahmed Refaat (arefaat@alsson.com)
- Head of Guidance and Student Services: Mrs. Angie Shalaby (ashalaby@alsson.com)
- Assistant Principal Teaching & Learning: Mrs. Helen Somerville (hsomerville@alsson.com)
- Assistant Principal Middle School: Mrs. Khadiga Hafez (khafez@alsson.com)
- Assistant Principal High School: Mr. Bryan Lee (blee@alsson.com)
- American School Principal: Mrs. Allison Fleet (afleet@alsson.com)
- Personal Assistant to the Principal: Mrs. Doaa Hegazy (dhegazy@alsson.com)

COUNSELING AND SUPPORT SERVICES

Each student is assigned a Grade Level Advisor who is responsible for following up on general attendance, as well as providing academic and personal guidance. In addition, students in Grades 6-10 can approach the Guidance and Student Support Office for counseling services. Students in grades 11 and 12 can request support from Ms. Angie Shalaby, Guidance Counselor, (by appointment) for help related to course choices, career options, college applications and transcripts procedures. Grade 11 and 12 students also have independent study periods, which may be used for help regarding SAT, additional AP course lessons, or orientations on career options, university requirements, or transcript procedures.

COUNSELING SERVICES

Our mission is to provide comprehensive counseling services to all students. With the help of the Guidance Counselor, the student should examine strengths, weaknesses, and future plans. The Counselor also helps students to develop knowledge and learn personal management and social skills. The Counselor works in collaboration with teachers and parents to support and enhance student's academic progress to achieve their goals whether in the current school requirements or in future college and career plans.

The Purpose of Counseling: is to help your child develop and enhance his or her academic, social, career, and personal strengths in order to become a responsible and pro-active leader and a productive citizen. How students are referred for counseling: Students may be referred to the Guidance Counselor for individual and/or small group counseling by their parents or guardians, school departments and staff, or the students themselves. When a referral is received, the Guidance Counselor meets with the student, parents or staff based on the type of referral source.

Counseling for your child is voluntary. It is your choice to consent to or decline counseling for your child.

What counseling for your child will involve: The Guidance counselor provides essential services to address concerns related to existing difficulties of students. Counseling may include small group or individual sessions. During the sessions, your child and the Guidance Counselor will work together to help the student understand the problem, the present and future consequences, and develop a plan of action for change.

Sharing of Information: Trust is the basis for effective counseling. Following the ethical guidelines of the American School Counselor Association, which emphasize the importance of confidentiality between school counselors and students, while at the same time recognizing the rights of parents. As a parent or guardian, you must trust that the Guidance Counselor will "take good care of" your child.

Your child must know and trust that, what is shared during the counseling session will stay with the counselor unless the Counselor believes the child to be in danger somehow or could pose a danger to another person.

Confidentiality: Trust and confidentiality work together. Counseling records do not become a part of the student's permanent record. We may indicate that a student was seen by the Guidance Counselor; however, the topics discussed are not included. Based on the obligatory

requirements of the Family Education Rights and Privacy Act (FERPA) information will not be released to anyone outside our school without your written permission. The Guidance counselor may talk with teachers about action plans on how he or she can help your child in the classroom; however, specific information will not be shared.

Possible outcomes: Counseling is a way of helping our students through a process of talking, listening and empowerment. Through counseling, the young person is provided with a safe place to express their feelings and thoughts in several aspects about what they perceive to be an issue in their life. The young person may be taught strategies to help him or her make more effective and healthier decisions, increase the ability to set and reach goals, build better relationships with others, develop early career awareness and be more successful in school. We all must realize that changes take time; his or her problem did not develop overnight, nor will it disappear overnight. Counseling will be successful when students, teachers, and family members work as partners.

Cost: There is no cost to you for any of the counseling your child receives as a part of our school Comprehensive Guidance Program.

Please contact the Guidance office if you want more information or have ideas about how we can better work with your child: Angie Shalaby, Head of Guidance and Student Services- email: gc@alsson.com; ashaly@alsson.com

SUPPORT LESSONS

Weekly support lessons will be scheduled by every teacher, during second break, in case you need help in any of your subjects. If you are placed on probation or struggling, you will be required to attend mandatory support.

LEARNING SUPPORT SERVICES

The Learning Support Department caters to students with mild learning difficulties to ensure their continued learning. The Learning Support Team works closely with teachers and assists in developing and monitoring inclusive instructional strategies provided to any students with specific learning needs, along with details of classroom accommodations necessary to ensure the child's success. Further details about the American School's Learning Support Department, including how to refer a student, can be found in the Learning Support Services Manual.

COMMUNICATION WITH SCHOOL

There are three scheduled parent-teacher meetings during the academic year. All parents are expected to attend, with their children. Parents and students can stay updated on their progress through their login on Sycamore. Additional meetings can be scheduled at any time deemed necessary, through the American Office.

Parents and students are advised to also keep informed of events and celebrations in the El Alsson Community through Sycamore, the School Website, and other school publications.

The website and Sycamore has links to a number of policies you and your child should be familiar with.

TEXTBOOKS

In the American International School text books are lent to the students and returned to the school at the end of the academic year. If books are lost, misused or damaged, students will be charged the cost of replacement. Therefore, it is very important that you keep texts in good condition. You are advised to rent a locker to keep them safe.

SCHOOL EQUIPMENT LIST

Students need to come to school with sufficient pens, pencils, and other general stationery (ruler, eraser, colored pens or pencils, highlighter, glue, etc) to be able to work

Some subjects may require specialized items, such as calculator, protractor or art supplies. You must find out from each subject teacher what equipment is required for their class and whether you will need notebooks or binders to hold all notes. Once you purchase all required items, make sure you come to school prepared daily.

MIDDLE SCHOOL PROGRAM OF STUDY

El Alsson American International Middle School Program is designed to facilitate a smooth transition for students from Elementary to High School. At the Middle School level, students will be taught a developmentally appropriate curriculum in a safe and caring environment. Emphasis is placed on helping students develop good skills in study, communication, research, technology, problem solving, conflict resolution, critical thinking and decision making. Students will be exposed to a wide variety of subjects and engage in a variety of different learning activities in order to prepare students for expectations at the High School level.

Middle School students follow a standard course of study (see below), including a variety of specialist subject areas.

Grade 6 & 7	Lessons per week	Grade 8	Lessons per week
English Language Arts	6	English Language Arts	6
Math	6	Math	6
Social Studies	5	Social Studies	5
Science	5	Science	5
Arabic Studies (incl. Religion and National Social Studies)	6	Arabic Studies (incl. Religion and National Social Studies)	6
French	2	French	2
PE/Health	2	PE/Health	2
Study and Life Skills	2	Study and Life Skills	2
Specialist Rotation (incl. Art, Computer Studies, Drama and Music)	6	Art	3
		Computer Studies	3
Total	40	Total	40

HIGH SCHOOL GRADUATION REQUIREMENTS.

All students must take a variety of courses in each of the following subject and successfully complete the required credits to be eligible for the American Diploma:

CLASS of 2019 and Beyond	
Subject Area	Credits Required
English	4 credits
Math	4 credits
Social Studies	3 credits
Science	3 credits***
Foreign Language	1 credit -- 2 credits recommended*
Arabic Studies (includes Arabic, Religion and Social Studies)	6 credits
PE/Health	1 credit
Electives	6 credits**
TOTAL	28 credits

*At least 1 Foreign Language credit must be completed in Grade 10, 11 or 12. We recommend consecutive years of a Foreign Language for any student taking 2 or more credits.

**At least 2 credits must be from Visual Arts, Foreign Language, or Technology cluster

***Students must take Biology I in Grade 10, 11 or 12. We recommend Grade 10.

CLASS OF 2018	
Subject Area	Credits Required
English	4 credits
Math	4 credits
Social Studies	3 credits
Science	3 credits
Foreign Language	1 credit --2 credits recommended*
Arabic Studies (includes Arabic, Religion and Social Studies)	6 credits
PE/Health	1 credit
Electives	5 credits**
TOTAL	27 credits

*At least 1 Foreign Language credit must be completed in Grade 10, 11 or 12. We recommend consecutive years of a Foreign Language for any student taking 2 or more credits.

**At least 2 credits must be from Visual Arts, Foreign Language, or Technology cluster

Our High School Program allows students a variety of course options as they progress through High School. Parents and students are provided with course information and counseling to ensure that the best course selections are made so that each child receives a program of study which is well-balanced and prepares him/her for college and careers beyond high school.

For further information about High School courses, including course descriptions, please see the Options Counselling information on the school website.

<https://sites.google.com/site/eahsoptions/>

Parents can set appointment with the High School Assistant Principal or the Head of Guidance and Student Services directly via the American office for further information.

ADVANCED PLACEMENT (AP)

College Board Advanced Placement (AP) courses and exams are available to selected students in some subject areas in Grade 11 and 12. AP courses are introductory college-level programs that have both school based assessments throughout the year, with an external course exam in early May. Success on AP exams strengthens students' college applications and may lead to advanced college credit. More information is available on the school website or students can make appointments with Administration at any point in the year to discuss options.

COURSEWORK

All coursework, including homework is an essential part of the learning and teaching process. We expect all students to follow up with teachers regarding course requirements and to submit all required work on time and within the guidelines set by teachers. The aim of all course work is to develop independent thinking and learning skills in our students. Homework reinforces and builds on the knowledge and skills taught at school.

Students need to follow up on required work by logging onto Sycamore <https://app.sycamoreeducation.com/index.php?schoolid=2425> using your username and password. If you are concerned about the quality or quantity of school/homework, or work is not posted in a particular subject, please contact the relevant HoD (see details above).

For further information about homework and how you can support your child's learning, please see the EAAIS Homework Policy on Sycamore and the school website.

HONOR CODE

“On my honor, as an El Alsson American International School student, I will neither cheat, nor plagiarize, on any coursework. Students will...”

- Show honesty in all aspects of their work.
- Prepare sufficiently for all types of assessments
- Seek extra help from teachers
- Avoid engaging in cheating, plagiarizing, and lying
- Use sources in the prescribed manner
- Report any violations of the Honor Code

(Basically, if some or all of the work has been done by someone or something else and you do not acknowledge it, you are being dishonest. If there is evidence that the Honor Code has been violated by a student or students, it will be investigated and appropriate consequences applied.)

How do I avoid cheating?

1. Its simple: ALWAYS, ALWAYS, ALWAYS do YOUR OWN work! 2. NEVER let someone copy any of your work from a test or an assignment. 3. NEVER share information about a test afterwards no matter what! 4. Do not work together on an assignment or exam unless you have permission. 5. If asked or tempted to cheat, remember your responsibility 6. Use technology responsibly. 7. Listen to your instinct. If it doesn't feel right, it probably isn't.

Students and parents should consult the Middle-High School Plagiarism Policy for further information about Plagiarism.

ASSESSMENT AND GRADE DISTRIBUTION

The school year is divided into 2 semesters and each semester carries the same weight towards the Final Grade.

Students do not take final exams in Middle School. Students in High School do not have final exams, however can expect to have semester exams in a number of courses towards the end of either semester.

Teachers will inform students of the grading procedures for their class and this information will be posted on the class page on Sycamore. Grades will be issued for each semester. At the midpoint of each semester, parents will be reminded via an SMS to review using your Sycamore login your child's progress to date. You may then arrange parent teacher meetings if required.

In Middle School, exploratory electives last 1 semester each. These courses receive a final grade at the end of each semester.

Students are assessed continuously in all areas throughout the academic year. Semester grades are based on multiple assessments. Percentages are used when calculating grades. They are then converted to appropriate letter grades. Grades are awarded every semester according to an assessment plan based on the curricular standards. Students and parents are provided with information about key assessments prior to completion and expectations are made clear to students at all times. No single assessment will be valued at more than 15%, without approval of the Principal, with the exception of Semester exams which may be up to a 20% value of the Semester grade.

Behavior, participation, effort and other work skills are all very important in the development of well- rounded learners. These non-academic factors are monitored by teachers and reported separately from a child's academic performance grade. Please see the American School Attendance Policy for more information on attendance and absences.

Each semester has an equal value towards the final grade

GRADING SCALE

GRADE	RANGE	GPA VALUE
A+	97-100	4.3
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	59 and below	0.0
I	Incomplete	

INCOMPLETE GRADES

A student who, for a valid reason approved by the administration, has not completed the required work for a subject at the end of a trimester may be given an “incomplete” as a grade. The student must make up the incomplete work within the first two weeks of the following semester. Once the work is completed, the grade will be changed and recorded on the report card. “Incompletes” may not be given without prior approval from Administration.

MAKE UP WORK

In the case of an authorized absence, it is the student’s responsibility to make arrangements to make up their work immediately after their absence. Students must show their subject teacher a written verification from administration that the absence was authorized on the day or days in question.

RE-SUBMITTING WORK

All students are expected to complete and submit work to the best of their ability at all times. Occasionally, a teacher may request a student to re-complete a piece of work or complete an alternative assessment in support of that student’s learning.

GRADE DESCRIPTORS

It is not enough to want to achieve a certain grade. Students need to meet certain expectations to achieve their desired grades. Below is a general description of what performance is required to achieve each letter grade.

An ‘A’ student:

- shows a full understanding of all content, follows all processes and applies all skills required in a course
- gives responses and produces work that are beyond the basic and obvious
- transfers and applies concepts and skills to new situations easily and without help
- completes all work fully, on time and according to all instructions
- produces work that does not have errors
- has a high level of general English language usage and has mastered subject-specific vocabulary

A ‘B’ student:

- shows a good understanding of most content, follows most processes and applies most skills required in the course
- gives responses and produces work that are beyond the basic and obvious but may make minor errors or need some help when doing so.
- transfers and applies concepts and skills to new situations with minor assistance
- mostly completes all work fully, on time and according to instructions
- produces work that has some minor errors
- has a very good level of general English language usage and mastery of subject-specific vocabulary

A 'C' student:

- shows some mastery and understanding of content, follows some processes and applies some skills required in a course, however this understanding is incomplete
- gives responses and produces work that meets a basic level, and may require help to do so
- transfers and applies concepts and skills to obvious situations, and with close assistance can sometimes apply to new situations.
- produces work that is mostly complete, but may not adhere to all instructions or may be missing required parts.
- produces work that has several errors.
- has an average level of general English language usage and makes some errors in usage of subject- specific vocabulary.

A 'D' student

- shows very little mastery and understanding of content, process and skill objectives required in a course.
- gives responses and produces work that is below the basic level, and requires help to do so.
- has some success transferring and applying concepts and skills to obvious situations with assistance, but is inconsistent or has difficulty applying to new situations.
- produces work that is not complete and does not fully adhere to all given instructions or may be missing required parts.
- produces work with many errors, but indicates some level of progress towards objectives.
- has some difficulty with general English language usage and makes errors in subject-specific terminology.

An 'F' student:

- shows an unacceptable level of mastery and understanding of content, process and skill objectives.
- is unable to apply concepts, content and skills to given situations, and unable to transfer to new ones.
- produces work that is frequently incomplete and does not adhere to given instructions.
- produces work with many errors, and demonstrates little progress towards objectives.
- has an unacceptable level of usage of English language and generally does not grasp or use subject-specific terminology.

PROMOTION POLICY

In the case where a student fails to achieve a passing grade in a subject, they will be required to sit an additional examination in late August or take an online credit recovery course through a school-approved provider. If the student achieves a passing grade in this re-sit exam, he/she will receive a maximum of 60% for that subject. If he/she is assigned an online recovery-credit course, his/her online grade will be averaged with his/her school grade to determine the final grade for the subject. If the student does not achieve a passing grade in the re-sit exam/recovery credit, the original grade will remain and the student will not be awarded the credit for this subject. In High School, failure to achieve a credit may reduce course options and the ability to graduate on time, as students must have the required credits in each subject area to graduate.

Failure to pass multiple subjects may affect the student's ability to move to the next grade. In situations where the student has failed one or more subjects in a given year, parents will be required to meet with school administration to discuss their child's academic course of study and their options for credit recovery. Parents will always be notified during the academic year if there is a concern regarding a student's ability to pass a subject. Failure to meet the Attendance Policy requirements may also result in students failing to qualify for promotion.

STANDARDIZED TESTING

Measures of Academic Progress—MAP (Grades 6-10) MAP tests are standardized tests that are aligned to El Alsson English Language Arts and Mathematics curriculums. They measure students' progress and performance within a year in Mathematics, Reading and Language Usage. Results are used by the school to make instructional decisions, inform program development and identify student strengths and areas in need of academic improvement. Students take MAP tests in Fall and Spring.

PSAT 8/9: PSAT 8/9 is a College Board assessment which is part of the redesigned SAT suite of assessments. It is used to measure skills students need to be on track for success as they transition to High School. It provides information about student performance in key areas of Mathematics and Reading that are necessary for success later on the PSAT and SAT, and helps teachers to make instructional decisions to prepare students for high school and college level study. PSAT 8/9 is taken by students in February.

PSAT (Grade 10) The PSAT is a College Board assessment that follows the same format as the SAT. It is the best preparation a student can do for the SAT and it helps students and teachers identify strengths and weaknesses in performance. Like the SAT, it measures Reading, Mathematics, and Writing Skills. Students take the PSAT in October.

SAT I and SAT II (Grade 11-12) The SAT is an external examination that students take for university admissions requirements. Administered by College Board, students have a number of opportunities during the year to take this exam. SAT I tests students in Critical Reading, Mathematical Reasoning, and Writing skills. We encourage students to first sit for SAT I in December of their Grade 11 year, depending on whether they are planning to apply for college abroad or they will also need to sit for SAT II for college requirements.

SAT II is a subject specific test and it is important that any students requiring to sit these tests talk to the Guidance Counselor or appropriate subject teachers to help make decisions on which subject tests to take and when. However, as a rule, SAT I preparation is integrated into English Language Arts and Math classes in the High School. Advanced Math courses (Pre-calculus and Calculus) prepare students for the SAT 2 in Math. Science courses prepare students for the SAT 2 in Physics, Chemistry and Biology. In these classes, students cover the content and skills necessary for success.

Note to Parents and Students: In March 2016, the SAT was significantly revised. We have already made changes into our curriculum planning to account for the new SAT format. Further information about the revised SAT is available on the Sycamore school home page.

WHAT TO DO WHEN...

Whenever you have a question about a school policy or procedure, your First Period Teacher or Grade Level Advisor is the first person you can ask for help. They are also available to talk to if you are experiencing any problems at school and need some advice.

The rest of this list gives you specific instructions regarding day to day procedures you need to know:

I ARRIVE LATE Go to the American International School Office, where attendance will be updated, and you will be given a “late slip”. You can then go to class. You will not be allowed to enter your lesson without the late slip.

I AM ABSENT FROM SCHOOL It is essential if you are absent that your parents ring the American Office to tell us why you are absent. Every absence requires a note explaining the absence to be submitted to the office the first day back to school. Give this note to the American Office during Period 1. A doctor’s note must accompany any absence of 2 or more days due to illness. Absence for any other reason needs special permission from the American Office. For more information, please see the School-wide Attendance Policy available on Sycamore and the school website.

I AM FEELING ILL IN CLASS Tell your teacher, who will give you permission to leave class to go to the American Office. At the office, you will receive a slip allowing you to go to the Clinic. If the Nurse sends you back, you must give the slip she has written for you to the American Office before returning to class.

I AM FEELING ILL AT BREAK Go to the American Office where you will be given permission and follow the same procedures upon your return from the nurse.

I LOSE SOMETHING Look for it first and check if your friends know where it might be. Come to the American Office at break-time, where the matrons will try to help you. Having your name on things always makes it easier to find them. Students must take care of valuable items.

I NEED TO LEAVE SCHOOL EARLY Bring a note from your parents to explain when you need to leave and the reason for it. The note must be brought to the American International School Office first thing in the morning (by 8:15), so a pass can be signed for you to leave. Without a written note from home, you will not be able to leave. Exceptions can only be made in cases of extreme emergency, such as illness (authorized by clinic) or family emergency (following discussion with the Assistant Principal).

I LOSE MY SYCAMORE OR SCHOOL NETWORK USERNAME AND PASSWORD Contact the American Office who will arrange for a new username and password from IT.

I LOSE MY TEXTBOOK Student should see the American Office to give the title of the textbook. We will find the replacement price and inform the student. After the replacement price is paid at Accounts, the American Office will issue a new textbook, provided the textbook is in stock.

I WANT TO KNOW MY PROGRESS Follow up with subject teachers directly or via Sycamore. Parents can ask for appointments with teachers through the American Office if required.

I HAVE A QUESTION OR CONCERN ABOUT AN ASSESSMENT (QUIZ, TEST, PROJECT, ETC.) Contact the teacher prior to the deadline by email and follow up with the Head of Department for the subject-area if further clarification is required.

I WILL BE ABSENT FOR SEVERAL DAYS. HOW CAN I GET ASSIGNMENTS? Contact the American Office in writing. School Administration will follow up with you the nature of the absence. Students can follow up with assignments via Sycamore and emails with their teachers. See Attendance Policy for further information.

WHAT IS THE SCHOOL POLICY ON UNIFORM? Please refer to the Uniform section of this handbook.

HOW WILL I KNOW THE DUE DATES OF MY ASSIGNMENTS? All assignments and due dates are posted on Sycamore. All students and parents have access to Sycamore by entering their username and password. Any queries should be sent directly to the teacher or appropriate Head of Department.

I DON'T UNDERSTAND SOMETHING IN CLASS. Students should first attend support lessons with his/her teacher. If you continue to not understand, the student may speak to the Head of Department of the subject of difficulty. If the problem continues, the student and/or parent can contact the American Office to arrange a meeting with the HoD.

I AM EXPERIENCING PROBLEMS WITH PEERS (i.e: BULLYING). Students should inform the "Guidance and Student Support" office. Parents should contact the American Office immediately.

REWARD AND SANCTION SYSTEM

The purpose of the whole school rewards and sanctions policy is to ensure a consistent and coherent approach by all members of staff in achieving the following:

❖ maintaining a safe and caring environment in which all students are given an equal opportunity to learn and achieve their full potential. ❖ instilling respect and consideration for all members of the El Alsson community. ❖ requiring students to be self-disciplined and take pride in their actions and surroundings.

REWARDS and RECOGNITION

Academic Awards Each trimester students will be nominated for their efforts, behavior and academic progress by their subject teachers and will be awarded certificates accordingly.

Honor Roll The Honor Roll is computed each trimester. Students with a GPA of 3.7 or above are eligible for the Honor Roll.

- Highest Honors 97% - 100% 4.3 GPA
- High Honors 93% - 96% 4.0 GPA
- Honors 90% - 92% 3.7 GPA

Teacher Recognition/Awards

Praising and rewarding is essential to the academic, personal and emotional development of students and age-appropriate praise and rewards can go a long way towards motivating students and helping them to take pride in their work and accomplishments. We strongly encourage teachers to recognize positive behavior, significantly improved behavior as well as academic accomplishments. Some methods include specific verbal praise, special mention Section Assemblies, SMS or email to parents, giving certificates in class, publishing student work or praise on the school website and/or Sycamore homepage or class page.

SANCTIONS and CONSEQUENCES

Academic Probation

Students who receive a Grade Point Average of C- or below will be put on probation the following quarter semester until the grade improves. Students on probation will be monitored and will be required to attend support lessons over in-school extra-curricular activities. Parents will be informed of any infractions to this policy.

Late Work Penalties

Teachers may make small deductions in grades following an assigned detention when students do not submit work on time. Any grade deductions must be in accordance with the Late and Quality Work Rubric available on Sycamore.

Cheating

Cheating of any sort is a Level 2 behavioral infraction and must be referred immediately to the office. If a student has cheated on an assessment, parents will be notified via SMS of the incident and the consequence. Consequences are listed below:

- 1st Incident: HS—no credit for assessment and parents contacted
MS—student re-sits assessment (may receive partial credit) and parents contacted
- 2nd Incident: HS—no credit for assessment, parents contacted and attend Academic Integrity Workshop
MS- no credit for assessment, parents contacted and attend Academic Integrity Workshop
- 3rd Incident: HS—no credit for assessment and 1 day suspension
MS—no credit for assessment and 1 day suspension
- 4th Incident: Referral to Head of School for further action for both sections.

Detention

Subject teachers may assign break-time detentions for up to 25 minutes for students to finish incomplete work or for inappropriate behavior. Students will serve detention with the teacher who assigned it or another teacher from the same department. Detention time can be used by the teacher to complete unfinished work, goal-setting activities, formally conference with the student, or another appropriate task.

Administrative Consequences

In collaboration with teachers, Heads of Department, and Grade Level Advisors, the Administration will use a variety of methods to deal with repeated or serious offenses, some of which may include: break-time or after-school administrative detentions, exclusion from classes, loss of privileges, parental conferences, and targeted reports and in extreme cases suspension or expulsion.

Suspension (Exclusion)

Suspension is a serious sanction that will be used for very serious single or repeated incidents, or after other disciplinary actions have failed to produce the desired improvement.

Expulsion (Permanent Exclusion)

Expulsion is a very serious sanction that will be used for extreme incidents of bad behavior. The Principal and the school Directors will make the final decision. Parents have the right to appeal, following the procedure in the school's Exclusion Policy.

BEHAVIORAL EXPECTATIONS

Daily Expectations:

Uniform, punctuality, and attendance are monitored by all staff.

EXPECTATION: SCHOOL ACTION:

ABSENCE 1-2 days: office requires a written note from home.

3 or more days: office requires medical certificate

For authorized absences, students will be issued an excused absence form to show to teachers. The student can collect this form from the American office at 1st break. Students cannot be permitted to make up work if they fail to present proper documentation to their teachers.

Note: it is the responsibility of students to bring a note and to show excused absence form to teachers.

PUNCTUALITY: Frequency of lateness is monitored and detentions given by teachers and the administration. If this exceeds what is reasonable, parents will be contacted and students will be placed on a Targeted Report.

When arriving late to school, students must sign in at the American Office.

In cases of habitual tardiness, students will be sent home and a parent meeting will be required or formal letter sent home outlining the consequences of repeated tardiness.

UNIFORM and GENERAL APPEARANCE:

First Period Teachers and other staff monitor this daily. An Out of Uniform pass (valid for one day) may be issued for occasional genuine problems with uniform if the student brings a note explaining the situation. The school will contact parents if there are continuing concerns over uniform or general appearance. Students who are regularly out of uniform, without a relevant reason, will be given detentions or further sanctions.

MOBILE PHONES, iPADS, LAPTOPS AND ELECTRONIC DEVICES:

Electronic devices may only be used in the classroom for academic purposes and only with the consent of the teacher. If these rules are not followed, the item will be confiscated and returned at the end of the day

Students are not allowed to use mobile phones anywhere on campus. If a student is caught using a phone, it will be confiscated and returned at the end of the day.

Repeat usage of devices without permission will result in a parents meeting and administrative consequence.

FORBIDDEN ITEMS:

The following items will be confiscated if brought to school:

- metal rulers
- card games
- electronic games or instruments
- toy weapons
- starting pistols
- penknives and Swiss Army knives
- laser pointers

Other behavior issues will be addressed as per the behavior management continuum

BEHAVIORAL MANAGEMENT CONTINUUM

Level 1 Behavioral Management Continuum

Level 1 Infractions include but are not limited to:

Minor classroom disruption, off-task behavior, excessive talking, lack of equipment, tardiness, use of Arabic in English-language classes.



Each point on the continuum is described below. At any point when a member of staff is working with a student to modify behavior, the student should be informed as to where they stand on the continuum.

Corrective: Teacher calmly intervenes to correct student behavior using appropriate strategies (see below). The purpose is to guide the student in recognizing and correcting his/her behavior and avoid making a 'big deal' which will further disrupt the class.

Some corrective strategies include:

- Using verbal cues and reminders
- Maintaining proximity to the student
- Quietly tap on desk and point to task to be worked on.
- Pausing to remind students of expectations
- Making eye contact with misbehaving student and pointing to posted classroom rules
- Quietly providing a verbal reminder to student of what he/she should be doing
- Moving student's seat away from distractions
- Collecting distracting objects from student (e.g.: small toys, unnecessary equipment)

Conference: Set an appropriate time and place to conference 1-1 with the student to discuss the specific behavior(s) in class. This conference must be documented and kept on file by the teacher. The conference should include the following:

- **Description:** teacher describes the student's behavior and explains why it is a problem in the classroom. Description includes specific examples.
- **Questions and Student Input:** teacher asks open-ended questions to fully understand what factors are contributing to the problem behavior. Questions may include:
 - Why have I asked you to meet with me?

- How is your behavior negatively impacting you/my instruction/others' learning?
- What things have I asked you to do to change behavior and why?
- How can you improve this behavior?
- What goals would you like to set for this class?
- What consequences would you set for yourself if there is no improvement?
- **Problem Solving:** Teacher and student discuss solutions to the problem behavior and agree to a plan. Problem solving should focus on positive actions the student and/or teacher can take to alter the behavior. Teacher keeps note of goals and plans agreed upon.
- **Disciplinary Reminder:** If appropriate, the teacher concludes the conference by informing the student of disciplinary consequence if the behavior continues.

Positive reinforcement and feedback should follow a conference where the student has made improvements in behavior.

Consequence: If the behavior doesn't improve, the teacher assigns student an appropriate consequence. The teacher logs infraction and consequence via Sycamore's Discipline tools. Consequences can be: a new seating plan, or keeping the student in from break for 10 mins. If the behavior continues, issue additional consequence(s). Consequences can be staying for a longer period of time in break: 15 mins, then 25 mins. After a 4th time a Centralized Detention is given.

Collaborate : After the 2nd centralized detention, the Grade Level Advisor will immediately hold an additional conference with the student. The student's behavior will be discussed with his/her other teachers to determine any commonality, and/or will strategies that will work with the student. Develop a Targeted Report accordingly. Complete the form, and inform the student's Assistant Principal via email. After 5 days (or more) on the T.Report, the Grade Level Advisor sends the hard copy of the report to the office (for filing). Targeted Reports must be signed by parents in the evening each day.

Contract/Monitor: After two T.Reports, next steps will be decided in collaboration of his/her teachers with the Advisor, and may include further sanctions e.g. loss of privileges, classroom strategies **or** a referral to the Guidance Counselor **or** Assistant Principal.

In each of the above steps, APs are always informed and parents will be informed via an sms / email.

Referral: Once referred, the student's behavior enters the Level 2 Continuum and will be addressed at the administrative level if the behavior continues. Parents will be informed and asked to come to school for a conference.

Level 2 Behavioral Management Continuum

Some behaviors are very serious and are referred to the office immediately. These behaviors are considered Level 2

Level 2 Infractions include, but are not limited to:

Bullying/harassment, damage to property, skipping class, insubordination/talking back, swearing/obscenity, repeated Level 1 behavior, cheating / Honor Code violation



For each point on the continuum, teacher and administrative actions are below:

Investigation: Inform the Assistant Principal of any Level 2 behaviors immediately. The AP will lead an investigation which may include interviewing the student, other students, teacher(s) and/or school staff as appropriate. In cases which may involve suspension / expulsion the Principal will be involved.

Consequence: The Assistant Principal or Principal will assign an appropriate consequence and inform the teacher of anything he/she needs to do to follow-up.

Conference: The Assistant Principal will hold a meeting with the student and his/her parents. Your presence may be requested at this conference depending on the nature of the behavior. This conference may also be attended by the Guidance Counselor and/or Principal.

During the conference, next steps will be agreed to on the part of the student, parents and school, including consequences for any further similar behavior(s). Relevant teachers and other school staff will be informed of any decisions or further actions required.

Monitor: Where appropriate, inform the AP of any further developments in the student's behavior, both positive or negative. The Assistant Principal will monitor the student, conferring with you and other teachers as appropriate.

Referral: If behavior still does not meet school expectations the case will be referred to the Principal for further action, which may include suspension and/or expulsion. The Principal will review behavior records, investigate further and decide on consequences which may include suspension and/or expulsion.

Description of Level 2 Behaviors

The following is a description of some behaviors which are considered Level 2 and require an immediate office referral.

1. **Giving or using a false report, note, or pass** - whether written or oral, and phone calls excusing absences.
2. **Possession** - or use of tobacco, smoking materials, or other forbidden substances; or dangerous or harmful objects (knives, fireworks, etc)
3. **Obscenity and Swearing** - The use of language, gesture, or activity that can reasonably be considered vulgar, indecent, or obscene. This includes possession of similar materials.
4. **Insubordination** - The willful failure to respond or carry out a reasonable request by authorized school personnel.
5. **Harassment and/or Bullying** - Systematic persecution of another person by annoyance, threats, or demands, verbal or physical abuse. Bullying is repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or a group of students towards one or more students. Cyberbullying refers to bullying through information and communication technologies.
6. **Fighting** - Any act involving hostile bodily contact while on school premises or en route to or from school, including any activity under school sponsorship. This includes “play fighting”.
7. **Disrespect** - Insulting, calling derogatory names, dishonoring, or in any other manner abusing a member of the school staff, or any other person (physically, verbally, or in writing).
8. **Threatening or Intimidating Acts** - Any act (verbally or by gesture) threatening the well-being, health, or safety of any person either on school premises or en route to/from school; or any other action interpreted as such by the administration.
9. **Cheating / Honor Code Violation**- includes – 1) Using unauthorized material during tests (notes, books, programmable calculators, etc). 2) Attempting to communicate with other students during tests or exams. 3) Attempting to give answers to or take answers from other students during tests or exams. 4) Copying another student’s homework and handing it in as your own. 5) Handing in work done by others, for example: parents, friends and tutors. 6) Plagiarism

EL ALSSON SCHOOL - ICT POLICY

El Alsson School strongly believes in the use of technology in enhancing learning. However, it is important that students are aware of our ICT policy which promotes responsible use of all technology. The full El Alsson School ICT policy is available on Sycamore, but below are the key elements that students should be aware of in ICT use.

Note regarding Mobile Phones: Students are not allowed to use mobile phones anywhere on campus. If a member of staff sees a student using a mobile in the building he/she will confiscate it and immediately turn it into the American office, or the Heads of Schools' office. A student can collect any confiscated devices at the end of the day.

Students who repeatedly use devices without permission, parents will be notified and consequences applied.

School Resources and Facilities

The school has a variety of ICT resources and facilities that are available to students in order to enhance their learning experience. Students will have access to; * School Email * Sycamore * School Network * Computer Labs * Laptops * Ipad's * Internet (Wi-Fi and cabled)

Role of Students

ICT and the related technologies such as the iPads, Internet and email are an important part of learning in our school. We expect all users to be responsible for their behavior when using ICT and the Internet. School Network Users may only access the school's computer network with their own User Number and password. Users should not reveal their password to anyone. Users should log off correctly and leave the equipment set up ready for the next person to use. School Email access will also be available to student which is seen as integral as part of effective communication. It is the student's responsibility to ensure they use their email appropriately. We encourage students to use their school email for Educational purposes only. Anyone found to have misused their email will be acted upon accordingly.

Computers and Laptops

All students will have an ICT lesson where they will regularly make use of the school computers and Laptops. Other subject teachers may also decide to book these facilities in order to incorporate into their lesson in order to enhance your learning.

Printing

Students are encouraged to print any necessary work at home to help manage the school's resources. However, we do appreciate that this is not always possible and have therefore provided the students with an allowance of 25 pages (Per term). This allowance will not be carried over term to term. Student can also purchase additional printing credit at a cost of LE10 for 2 pages. Color printing can be requested through the technician, however there is a charge for this of only 1 LE per sheet.

Personal Devices: Laptops and other personal ICT hardware

Users must be responsible and respectful about the use of their own technology within the school. Students are allowed to use personal laptops in school for educational purposes, staff may encourage student to bring in their own laptops if Computer rooms are not available and they wish to make use of ICT for teaching and Learning Purposes. However, the school will take no responsibility for the loss or damage to any personal devices. If student need to connect their devices to the school's wireless network, the password can be supplied to them by their teacher. Alternatively, they must take their device to the ICT Technicians to have the password set up for the computer/laptop etc. The school does not accept any responsibility for any personal technology equipment damaged or stolen whilst on the school premises.

Violation of the Policy

Permission to use the school's facilities is conditional upon the user agreeing to abide by the "Acceptable Use Policy". Any breaches of this policy will be treated as a disciplinary matter and dealt with appropriately. Sanctions imposed could result in the right to use the facilities being withdrawn either temporarily or, under certain conditions, permanently.

EL ALSSON SCHOOL--SAFEGUARDING POLICY

El Alsson is our school and we want it to be a safe place. El Alsson will do everything they can to make sure you are protected and happy. To help them do this the school has lots of rules to follow. This policy is to help you understand what Safeguarding means to you and to help you decide what could be a “problem” and whom you should talk to.

El Alsson defines Safeguarding as that they should:

- *Protect you from harm*
- *Make sure nothing stops you being healthy or developing properly;*
- *Make sure you are safely looked after;*
- *Make sure you have the best life chances and can grow up happy and successful*

El Alsson agrees that to make sure they look after you they will:

- Make the school a friendly, welcoming and supportive place to spend time in somewhere you want to be
- Be there for you to talk to if you need to and know who to ask for help
- Give you safe messages in your lessons to help you learn how to look after yourself both online and in the real world
- Have all the right rules in place to help look after you. They will follow these rules all of the time (these rules are sometimes called policies)

ABUSE: When someone hurts you it can be called abuse. This is when someone does something to you that is harmful, unpleasant or painful like:

- If someone deliberately hits you, hurts you, injures you or humiliates you in different ways
- If someone says or does something that makes you feel bad about yourself or hurts your feelings which makes you feel scared, sad, upset or frightened
- If someone shouts, threatens, hits or hurts someone you love whilst you are around which makes you scared, unhappy or worried
- If someone doesn't take proper care of you so you feel abandoned, lonely or neglected. You might not be able to eat or wash regularly, or you might not be able to come to school every day or on time
- If someone touches you in a way that you don't like for example touching your private parts.
- If someone makes you look at things which make you feel ashamed, embarrassed, uncomfortable or guilty. They may ask you to keep it a secret or give you presents.

Abuse is never ok and if you are being or have been abused, you must remember – it is not your fault. You must always tell someone and they will help it to stop.

EI Alsson Actions

All of the staff at EI Alsson will do their best to make sure the building is safe for you to learn in and spend time in. We will make sure that we know who everyone is in the school by asking visitors to sign in at reception. You will always know who a visitor to the school is because they will have signed in at reception and will display the yellow lanyard badge they receive. People that we do not know will never be allowed to spend time with you on your own and will not be allowed to walk around the school without a member of staff. Staff will look after you if the fire alarm goes off and you should know what to do and where to go. When you leave school to go on a trip somewhere, the staff will make sure they can keep you safe wherever you are going.

What We Will Do

At EI Alsson we will help you in the following ways:

- We will do our best to spot if there is a problem.
- All of the staff in the school are well aware of Safeguarding.
- We will work with other people (including parents at home) to help protect you and solve any problems you may have.
- We will listen to you if you want to talk to us and need our help.
- We will always take you seriously
- We will support and encourage you and will respect your wishes and views

At EI Alsson, there are a number of staff who are responsible for making sure you are safe and well cared for. People in school who can help you are : Mrs. Angie Shalaby in the American office, as well as Mr. Israr in the British office.

SENIOR SCHOOL ANTI-BULLYING POLICY

Statement of Intent

EI Alsson school is committed to providing a safe and caring learning environment for all of our students. EI Alsson School wants all students to develop the skills and qualifications necessary to become successful 21st Century citizens, in a peaceful and secure atmosphere. For this reason:-

Any kind of Bullying is unacceptable at EI Alsson School

If bullying occurs, all students should be able to tell someone and feel safe knowing that incidents will be dealt with promptly and effectively.

We are a CARING school

This means that anyone who knows that bullying is happening is expected to tell a member of staff, so that it can be dealt with swiftly and appropriately.

Scope

In EI Alsson school, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/ her full potential. All forms of bullying are unacceptable at our school and any instances will be recorded and, where appropriate, will result in disciplinary action. This policy covers conduct that takes place in the school, on school property, at school activities, on school buses, and at school car area. This policy also pertains to usage of electronic technology and electronic communication. This policy applies to the entire school community, including students, teaching and non-teaching staff, parents and volunteers.

Notice

This policy will be included in any student Code of Conduct, disciplinary policies, student handbooks and school websites.

Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or a group of students towards one or more student. Cyberbullying refers to bullying through information and communication technologies.

TYPES OF BULLYING

Physical Bullying

This type of bullying basically involves the use of physical force. This bullying technique may involve spitting, shoving, kicking or even punching. In most instances, the aggressor is physically larger than the victim or may be wants to show off within the group. The idea behind physical bullying is for the bully to establish superiority and continued control over a victim.

Verbal Bullying

Verbal bullying incorporates the use of words to carry out an act of bullying. In this type of bullying, the aggressor also known as the bully tries to verbally upset the victim through taunting and teasing. The verbal assault might focus on an individual's appearance, lifestyle choices, intellect, skin color and even ethnicity. Most verbal bullies have a low self esteem and tend to bully others so as to increase their social standings and feel better about themselves.

Emotional Bullying

Also known as relational aggression, emotional bullying is the act of an aggressor attacking a victim on an emotional level. Emotional bullying is most common in relationships whereby, one partner might make statements or act in such a manner as to bring about distress to the other partner. Emotional bullying may also involve the spreading of rumors, excluding an individual from certain activities, refusing to talk to someone and even making statement with an intention of hurting a person's feelings.

Cyberbullying

Known types of Cyberbullying:

1. Flaming: sending an angry or confrontational message on the Internet in an effort to upset someone
2. Online Harassment: repeatedly sending awful messages by e-mail, instant messages in a chat room
3. Denigration: making offensive, hurtful or untrue statement about a person for others to see online
4. Masquerading: pretending to be another person and sending/posting offensive information online that places that person in a vulnerable/embarrassing situation or damages his/her reputation
5. Outing: sending or posting sensitive or embarrassing information about a person online, including forwarding private messages or pictures
6. Trickery: deceiving a person into disclosing private information that is then placed online for public viewing.
7. Exclusion: intentionally excluding a person from an online group

What are warning signs that my child is being bullied?

Your child might be experiencing bullying if he or she:

- Has unexplained cuts, bruises, scratches and/or missing or torn pieces of clothing.
- Seems afraid to go to school or other social activities.
- Spends no time with friends or seems to have very few friends.
- Has lost interest in school work or suddenly begins to do poorly in school.
- Appears sad, moody, teary or depressed when he or she comes home from school or other activities.
- Complains of chronic pains such as headaches or stomach aches.
- Suddenly experiences a change in sleeping patterns (either too much or not enough sleep) or has frequent bad dreams.
- Experiences a change of appetite or eating patterns.
- Appears anxious and suffers from low self-esteem.

If your child is being bullied, he or she may display one, all or even none of these warning signs. So be alert for any changes in your child's behavior and talk to him or her frequently about what is going on at school and in other activities.

Response to Bullying

El Alsson School has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All members of the school community should know that bullying will not be tolerated.
- The Directors, all teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- The Directors and teaching and non-teaching staff should know what the school policy on bullying is, and follow it when bullying is reported.
- All students and parents should know what the school policy on bullying is, and what they should do if bullying arises.
- As a school we take all reports of bullying extremely seriously. Pupils and parents should be assured that when bullying is reported they will be supported, and the incident thoroughly investigated.

Roles and Responsibilities

Student:

- Treating each other respectfully

- Refusing to bully others
- Refusing to let others be bullied
- Refusing to watch, laugh, or join in when someone is being bullied
- Trying to include others in play, especially those who are left out
- Reporting bullying to an adult

Parent:

- Encouraging your child not to engage in harmful teasing
- Listening to your child if he/she reports being bullied
- Report signs of being bullied to the school administrators
- Encouraging your child not to exclude others or spread rumors or gossip
- Supporting the school if your child is identified as having engaged in bullying behavior
- Helping your child to understand how hurtful it feels to be excluded, bullied, or harassed

Staff:

- Setting clear expectations for students and establishing school and classroom routines
- Creating safe school and classroom environments for all students
- Using appropriate and positive responses and reinforcement, even when students require discipline
- Using positive behavioral supports
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- Using the Internet safely
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Counselor:

- Modeling, teaching, rewarding pro-social, healthy, and respectful behaviors;
- Meet with the accused and victim to raise awareness of bullying prevention
- Promote and model the use of respectful language
- Foster an understanding of and respect for diversity and difference
- Use positive behavioral intervention strategies

- Teach students skills including positive communication, anger management, empathy for others, respect, civility, and manners.

Bullying Prevention and Intervention

1. Any student who is the target of bullying or cyber bullying or has witnessed an incident of bullying or cyberbullying or otherwise has relevant information about bullying or cyberbullying prohibited by this policy is strongly encouraged to promptly report the matter orally or in writing to at the Guidance office. Students may also report bullying incidents by completing a bullying report form available on sycamore and email the form to the Guidance office: ashalaby@alsson.com.
2. Teaching and non-teaching staff requirements to report bullying: they are required to make a report to the Division Advisor whenever they observe or become aware of an alleged incident of bullying. The Behavior advisor will follow up the verbal report by completing a bullying incident report form

Investigation of a Bullying Report

1. It is generally agreed, that teachers who confront an incident of bullying (observed or reported) have the initial responsibility for taking positive action using different practices such as assertiveness, restorative questioning and one-to-one discussion. When the instance of bullying is severe or when the student continues to engage in bullying behaviour, a teacher needs to know who he/she can speak with Behavior Advisor about a student who has bullied and who can take follow-up action.
2. Once the Guidance office receives a report of an alleged bullying incident, the Guidance Counselor will initiate an investigation of the alleged bullying incident within one school day from the date the initial report was received by the Guidance office.
3. If the incident is determined to be a bullying incident and an investigation is completed, appropriate disciplinary response and follow up services for both the targeted student and the student exhibiting bullying behavior will be implemented. The Assistant Principals shall have overall control and responsibility for the implementation of the behavior continuum. The Assistant Principals will be responsible for the disciplinary action of any student accused of bullying behavior.
4. Follow-up services will include support services for the targeted student and bullying prevention education for the student exhibiting bullying behavior. For referred students, the plan could involve the use of a behavioral contract, 1:1 social and emotional mentoring (resilience, conflict resolution, empathy training), and more intensive work with students and consultation sessions to parents. For referred students who are functioning at lower levels of wellbeing (additional emotional and behavioral difficulties), under-achievement, delays in resilience, social skills and values, learning capabilities and who have weaker connections with positive adults and programs in their school, home, and community, individualized, long-term, strength-building and behavior intervention plans can be developed and implemented. For those students who present with significant mental health problems (e.g., conduct disorder, ADHD) along with bullying behavior, the Guidance office may need to make a referral of the student and his/her family to an outside health agency or child psychologist who may offer a greater range of family support services and types of therapy.

5. If the incident is determined not to be bullying, the school will address any student misconduct in accordance with the school's code of conduct

Reporting Bullying Incidents to Parents

1. Parents of targeted students

The Assistant Principals will inform that parents of the targeted students that a report of bullying was received and an investigation has been initiated. The Assistant Principal will discuss the investigation results and if bullying was found to have occurred, there will be a follow up plan for the targeted student set by the Guidance Office and liaised by the Division Advisor.

2. Parents of the student exhibiting bullying behavior

The Assistant Principals will inform the parents of the alleged bully that a report of bullying was received and an investigation has been initiated. The Assistant Principal will discuss the investigation results and if bullying was found to have occurred, there will be further discipline consequences based on school Code of Conduct

Policy Outcome:

Procedures and Interventions:

- Direct responsibility of bullying incident by students.
- Once identified; bully, victim, and witnesses are interviewed. All incidents or allegations of bullying are fully investigated and documented.
- Both bully and victim are offered counselling, and support in individual meetings, and in combined/mediated setting, if appropriate.
- Staff liaison.
- If bullying is significant or ongoing, parents will be contacted, and consequences implemented that are consistent with the school's Student Code of Conduct.

Post-violation policy outcomes: Discipline consequences for bullies may involve:

- Formal apology
- After-school detention
- School suspension.
- Exclusion from class.
- Exclusion from breaktime.
- Expulsion

BULLYING INCIDENT REPORT FORM

Date of Incident: _____ Time of Incident: _____

Repeat infraction? YES NO

Location of Incident (circle all that apply):

Hallway, Bathrooms, Classroom, PE changing room, Playground, Locker area, To/From School, Bus, After School Program, School Event Text/Phone/Internet/Social Media

Other: _____

Name of victim(s): _____

Name of bullier(s): _____

Name(s) of witnesses/bystanders: _____

Type of Bullying:

_____ Physical: Result in injury? YES NO Reported to School Nurse? YES NO

_____ Verbal _____ Relational _____ Cyberbullying

Bullying Behaviors (circle all that apply): Shoved/Pushed Hit, Kicked, Punched, Threatened, Stole/Damaged Possessions, Excluded, Taunting/ridiculing, Writing/Graffiti Told Lies or False Rumors, Staring/Leering, Intimidation/Extortion, Demeaning, Comments, Inappropriate touching, Cyber-bullying using: Text messages/Website/Email
Other: _____

Reported to Guidance Office by (circle all that apply):

Staff, Student, Bystander, Victim/Target, Parent, Bus Complaint, Anonymous

Other: _____

Describe the details of the incident(s), including the names of all who were involved, what each did, and specific words and actions. If you have attached additional sheets, please check here:

Physical Evidence?

Notes

Email: _____

Whatsapp: _____

Website: _____

Other: _____

.....

This report was received by:

(Print Name) _____

Signature: _____

Date: _____

Time: _____