

THE AMERICAN INTERNATIONAL SCHOOL OF EGYPT

WEST CAMPUS



**Secondary School**

**In-School Suspension Policies and Procedures**

**Family and Teacher Handbook**

**2016 – 2017**

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## **AISE Mission Statement**

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

## **AISE Philosophy**

AISE provides a co-educational, English language, college preparatory program of studies as well as The International Baccalaureate Diploma Program that culminates in awarding eligible students an American High School Diploma or International Baccalaureate Diploma. A holistic education is provided that encourages high standards of academic achievement, meaningful collaboration, and personal development, while supporting the unique needs of each learner. We encourage the expression of multiple perspectives in a safe and nurturing learning environment, such that the cultural identity of each student is valued. We prepare students to contribute to and thrive in a multicultural society. We support students in the development of skills and learning strategies. Students are encouraged to take responsibility for their own learning and well-being. Learning explicitly addresses guided and independent inquiry and investigations, skill development, and thinking strategies for finding solutions to the complex problems inherent in the challenges posed in developing a sustainable and peaceful world.

## **AISE Belief Statements**

At AISE, we believe that each member of the AISE learning community has a commitment to:

- Participate actively and responsibly in his or her own learning;
- Support parent-teacher-student relationships that enable success in learning;
- Understand and appreciate each other as individuals with special interests, aptitudes, and the ability to learn and experience success;
- Support the role of extracurricular activities in enabling students to explore interests and to cultivate unique skills;
- Communicate proficiently using the English language and ensure all students' first languages supported to the extent possible;
- Experience and value education as a lifelong process;
- Develop the skills to utilize contemporary technology to enhance further learning;
- Establish and maintain respectful and effective communication and collegiality;

- Develop in all students a sense of personal and social responsibility through demonstrated service to others;
- Respect local, regional, and international perspectives; and
- Shape the future of our school through strategic vision, continuous planning, and agreed upon action plans linked to continuous evaluation.

## **AISE Learning Community Commitments**

At AISE, we believe that a child learns most effectively when there is consistent support and communication between the school, the students, and the parents. Therefore, at AISE:

### **Teachers promise to:**

- Assist their students in making healthy choices.
- Provide a safe and caring classroom environment.
- Challenge students to achieve to the best of their ability.
- Create meaningful lessons and assessments in line with our school mission.
- Respond to parent emails within 48 hours, Sunday-Thursday.
- Update student progress on the student portal at least once a week.
- Offer praise, encouragement, and meaningful, timely feedback.
- Craft transparent, consistent grading policies, homework procedures, and classroom expectations.
- Explain and follow the AISE Behavioral Policies in a consistent, fair manner.
- Communicate with parents, staff, and students in a professional, respectful manner.
- Get involved in the greater school community by participating in after school activities, attending performances, and promoting positive school spirit.

### **Parents promise to:**

- Be sure children get eight to ten hours of sleep and are on time to school.
- Offer praise and encouragement to their children regarding their learning.
- Support your child's learning goals and aspirations.
- Promote reading and writing in your household in both English and Arabic (if spoken at home).
- If applicable, check the portal with your child at least once a week to monitor their progress and keep up to date on assignments, projects, and expectations.
- Monitor and limit your child's online usage, television viewing, and use of electronic devices (including social media).
- Be supportive of the teacher's grading policies, homework procedures, and classroom expectations.
- Support the AISE behavioral policies in a consistent, fair manner both at school and at home.

- Communicate with teachers, staff, and students in a professional, respectful manner.
- Get involved in the greater school community by participating in parent teacher conferences, attending performances, and promoting positive school spirit.

**Students promise to:**

- Get 8-10 hours of sleep and be on time to school in the morning.
- Challenge themselves to meet their learning goals to the best of their abilities.
- Arrive to class on time, every day, all day.
- Devote a sufficient amount of time each day after school for completing work and studying.
- If applicable, check the portal at least once a week to monitor your progress and keep up to date on assignments, projects, and expectations.
- Follow and support the teacher’s grading policies, homework procedures, and classroom expectations.
- Understand and follow the AISE behavioral policies consistently.
- Communicate with teachers, parents, and staff in a professional, respectful manner.
- Get involved in the greater school community by participating in after school activities, attending performances, and promoting positive school spirit.

**AISE Vision**

Raising Student Achievement

Every Day, Every Way

**E.S.O.L. Mission Statement**

Education Services Overseas Limited’s mission is to educate its students in the finest tradition of American education, while incorporating the strengths of the students’ own cultures. Our school’s goal is to develop our students’ basic skills and their capacities for critical thinking and creativity. In addition to cultivating a passion for learning, we aim to promote our students’ all-around development, their character, and their sense of civic responsibility. ESOL is committed to making each of its schools a center of educational excellence, offering its students the fullest opportunity to attain their maximum potential in a positive, enjoyable, stimulating and safe environment that is conducive to their intellectual, physical, emotional and social development. Thus, our curriculum complements core subjects such as English, mathematics, sciences and social sciences with equally rigorous programs in physical education and fine arts. Graduates of ESOL schools possess all the tools of success in an increasingly integrated world. As humanity’s collective body of knowledge continues to grow at an exponential rate, ESOL gives its students the skills they need to solve the problems of the future. As clear and critical thinkers with a working

knowledge of technology, ESOL's graduates are certain to succeed in their future careers. More importantly, they are well-rounded, honorable, and responsible human beings who contribute positively to their societies.

## **Educational Commitment**

The American International School of Egypt's educational administrators and teachers are committed to the highest standards of the teaching profession and mutually support each other in meeting the needs of the students and school community. We value open communications and consistency by all members of the AISE family to promote improved learning experiences. AISE teachers, parents and administrators work together as a functional team to improve educational excellence within the school environment

## **The AIS--West In-School Suspension Vision**

The American International School of Egypt—West Campus's in-school suspension is designed as a behavior-intervention classroom. In other words, the placement of students into this setting is seen as a corrective step in helping students reflect on past behaviors, recognize areas of needed improvement, and create an action plan for continued self-development. In addition, the environment serves as a place for all students to complete academic work, missing assignments (in alignment with the teachers' course syllabi), and receive academic tutoring from a qualified in-school suspension teacher. While the class itself should be seen as an undesirable place to be for students, the overall goal of the in-school suspension program is to create a positive environment where children feel safe to learn from their mistakes.

## **Placing Students in In-School Suspension**

Only secondary school administrators have the ability to place students in in-school suspension at The American International School of Egypt—West Campus. In accordance, the qualified in-school suspension teacher will keep an official roster of expected students. Only students listed on the roster may be admitted into the in-school suspension room, unless a secondary school administrator has personally escorted a student to the in-school suspension room and requested his/her admittance.

Students may be placed in in-school suspension for multiple days, a full day, a half-day, or select blocks.

## **Exiting Students from In-School Suspension**

Students may only be exited from in-school suspension after meeting the requirements set forth in the [In-School Suspension Completion Checklist](#). In other words, students will be eligible to exit in-school suspension after meeting certain requirements set forth by administration.

## **Merit-based Early Release from In-School Suspension**

Students who are assigned to a full day of in-school suspension will have the ability to earn release from the in-school suspension after completing 80% of the assigned time. To clarify, students will be allowed to leave the in-school suspension room and return to normal classes after meeting certain requirements. For example, a student who has completed all requirements on the [In-School Suspension Completion Checklist](#) and has not received any in-school suspension behavior warnings may be able to return to his assigned class at the discretion of the in-school suspension teacher and/or administration. A student, however, may not be released early to a teacher who wrote the office referral for in-school suspension. In other words, students may not be released early to a class whose teacher reported the specific misbehavior that resulted in the consequence of in-school suspension.

## **Behavioral Warnings**

Students who are assigned to in-school suspension may receive up to one written warning. Any student who receives two or more written warnings may be assigned to additional days of in-school suspension or be reassigned to out-of-school suspension.

## **Student Assignments**

Classroom teachers are responsible for providing and sending all assignments to the in-school suspension classroom; in alignment, the in-school suspension teacher may send a reminder email or request extra work if necessary.

The in-school suspension teacher will keep a collection of grade-level-appropriate assignments and self-help packets to maintain student engagement.

## **CHAMPS**

The American International School of Egypt—West Campus is a CHAMPS school. All classrooms follow the CHAMPS approach to classroom management, and in compliance with the school initiative, the in-school suspension classroom will follow the CHAMPS approach to help all students be successful.

## **In-School Suspension Student Responsibilities**

Students assigned to in-school suspension are required to adhere to the following expectations:

- Students must arrive by 8:00am. Any student who arrives after 8:00am may face additional consequences at the discretion of administration. Consequences could include additional time in in-school suspension up to an additional day. Any student who arrives late due to a late AIS-West bus must report to the office to be admitted to in-school suspension with a late bus pass.
- Students will receive an assigned seat from the in-school suspension teacher. Any student who stands or leaves his/her assigned seat without permission may be assigned to additional days of in-school suspension.

- Students are expected to follow directions the first time asked. Any failure to comply with a direction immediately will be viewed as defiance of authority, which will result in further disciplinary action.
- Students will not be permitted to waste time on non-academic activities. Students will not be able to draw unless it's part of a class assignment.
- Students will not be allowed to use telephones or mobile phones during the assigned time, unless there is an emergency. In such case, use will be permitted at the discretion of the in-school suspension teacher. In addition, students must give their mobile phone to the in-school suspension teacher upon entering the classroom. Otherwise, all phones will be confiscated and given to the appropriate vice-principal. The vice-principal may require the student's parents to retrieve the phone.
- Students will be required to remain in in-school suspension during the entire assigned time. Students must bring all books and supplies to in-school suspension, as they will not be allowed to visit their locker or classrooms.
- Students will not be allowed to talk, pass notes, or use electronic messaging during their assigned time.
- Students will not be allowed to eat, drink, or chew gum during the in-school suspension.
- Students will be escorted to the restroom during designated restroom breaks. In cases of emergency, the in-school suspension teacher may allow a student to use the restroom with a hall pass; however, students are expected to use an emergency bathroom break with discretion since abusing this exception may result in losing the right altogether.
- Students will be escorted silently to the cafeteria for lunch. After purchasing lunch, all in-school suspension students will be escorted silently back to the in-school suspension classroom where lunch will be eaten. All students will have 20 minutes upon arrival to finish eating. If a student, chooses not to eat during this time, he/she will not have the opportunity to eat again. In addition, students assigned to a full day of in-school suspension will not be entitled to the daily nutrition break.
- Students are not permitted to sleep during in-school suspension. Any student who is observed sleeping may face an additional day of in-school suspension or further disciplinary action from administration.
- Students will only be permitted to see the doctor if there are visible signs of illness.



- Students are expected to complete all classroom assignments while assigned to in-school suspension. The assignments must be turned into the in-school suspension teacher before leaving the in-school suspension room.
- Students who are absent on the day of an assigned in-school suspension will complete their in-school suspension upon their arrival back to school.

### **In-School Suspension Teacher Responsibilities**

The in-school suspension teacher is expected to complete and assist in the following duties:

- The teacher is expected to maintain a safe, fair, and reasonable environment for all students.
- The teacher is expected to use a calm, consistent, monotone voice when dealing with daily routines and procedures inside the classroom.
- The teacher is expected to uphold the rules and procedures of the in-school suspension classroom with a high degree of fidelity.
- The teacher is expected to act as a supportive resource for all students assigned to in-school suspension.
- The teacher is expected to assist students with academic needs, such as academic questions or clarification with directions.
- The teacher is expected to act as a mentor to the youth assigned to the program and should concentrate on creating relationships and personal connections with each student, which includes taking an interest in students, expressing a belief in all students, encourage students, treating students with respect and empathy while maintaining firm rules and procedures within the in-school suspension classroom.
- The teacher is expected to escort all students to the restroom and cafeteria.
- The teacher is expected to collect all mobile devices from students upon entry to the classroom.
- The teacher is expected to collect all assigned work from students and review students' compliance with the In-School Suspension Completion Checklist.
- The teacher is expected to maintain an accurate in-school suspension roster.
- The teacher is expected to hold students accountable for arriving on time. Students who arrive late must be marked as tardy and added to the roster for the next day.
- The teacher is expected to maintain a 'time in/time out' log for all students assigned to in-school suspension. In other words, any student arriving to in-school suspension or leaving in-school suspension must log the time.

- The teacher is expected to keep accurate records of attendance, and may be asked to aid in creating graphs to determine data trends.
- The teacher may need to make parent contact as deemed necessary.
- The teacher is expected to politely request assignments from teachers who have not submitted assignments to be completed.
- The teacher is expected to provide one assignment at a time to each student. When a student has completed an assignment, the teacher must check the assignment for accuracy and completion before giving the student the next assignment. It is the responsibility of the teacher to make sure the teacher receives the assignment.
- The teacher is expected to maintain a collection of suitable assignments for students to complete.
- The teacher is expected to complete all duties assigned by administration, including, but not limited to, morning bus duty, substitute teaching, cafeteria duty, hallway duty, lunch duty, and after-school detention.
- The teacher is expected to communicate regularly via phone, email, and in-person with teachers and administration.

## **In-School Suspension Daily Procedures**

### Morning Arrival Procedures:

Students must arrive to the in-school suspension classroom between 7:55am and 8:00am. The in-school suspension teacher will greet all students at the door. The students should not enter the classroom until invited inside by the teacher. Once inside, all students must sign in on the log sheet and report directly to their assigned seat for the day. All students should have their first assignment on their desk when they arrive, so they are able to start their work immediately.

### Restroom Procedures:

Students are expected to use the restroom before arriving to the in-school suspension classroom. During the course of the day, the in-school suspension teacher will conduct supervised restroom breaks for all students in the classroom. The restroom breaks should not take place during class transition times. The students should get a restroom break roughly every one and a half hours. Students are not allowed to speak while using the restroom, and only one student should be allowed inside the restroom at a time. All other waiting students must wait in the hallway without talking. In cases of true emergencies, students may be issued a hall pass to use the restroom; however, teacher discretion must be used carefully in these situations. In addition, a student who uses the restroom independently with a hall pass must sign out and in on the log sheet.

### Lunch Procedures:

Students must be escorted silently to the elementary school cafeteria through AISE-West Stairwell # 1 at 12:00 pm every day. The students may not use the secondary school CAFTAG window and may not visit Jared's Bagels; these venues are off limits for in-school-suspension students.

When the students arrive to the cafeteria, they will have the opportunity to purchase lunch. The students are not allowed to eat lunch in the cafeteria; they must wait until they arrive back in the in-school suspension classroom to eat lunch. After arriving back, the students will only have twenty minutes to finish their lunch. Any food remaining after twenty minutes will have to be thrown away. Please inform students of this at the beginning of lunch, so they have the ability to plan accordingly.

### Dismissal Procedures:

Students may only be dismissed from the in-school suspension classroom after submitting a completed In-School Suspension Completion Checklist. If a student has not completed all requirements on the checklist by end of the school day, the student must be placed back on the in-school suspension roster for the following school day. If a student has been placed in in-school suspension for only a block, he/she must complete all assignments before leaving—even if the block period has finished.

Upon dismissal from the classroom, all students must sign out on the log sheet with their name and time of dismissal.





IN-SCHOOL SUSPENSION ASSIGNMENT SHEET

Student Name: \_\_\_\_\_ Date of ISS: \_\_\_\_\_

*Please describe and provide directions for the work that the student is required to complete while assigned to ISS; all assignments must be completed before the student will be allowed to return to his or her normal schedule. The assigned work should take at least 60 minutes to complete, keeping in mind that the students are not permitted to use any electronic devices or be sent to other locations to use the Internet.*

Directions to Complete the Alternative In-Class Assignment	Materials You Will Need	Amount of Time It Should Take to Finish	Estimated Term Grade

Directions to Complete the Extended Reading & Writing Assignment	Materials You Will Need	Amount of Time It Should Take to Finish

Teacher Name: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_



IN-SCHOOL SUSPENSION COMPLETION CHECKLIST

	Tasks	Student Initials	Teacher Initials
1.	I have completed and turned in a cause & effect behavior reflection sheet, and I completed it with sincerity.		
2.	I have completed and turned in a thoughtful behavior self-improvement plan.		
3.	I have completed and turned in all of my assignments for today's first block class.		
4.	I have completed and turned in all of my assignments for today's second block class.		
5.	I have completed and turned in all of my assignments for today's third block class.		
6.	I have completed and turned in all of my assignments for today's fourth block class.		
7.	I have not received more than one written warning from the in-school suspension teacher.		
8.	If I have been assigned to a full-day ISS, I have spent at least 80% of the day in ISS.		

Today's Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

ISS Teacher Name: \_\_\_\_\_

ISS Teacher Signature: \_\_\_\_\_

\*Upon successful completion of this checklist, submit this form, the cause & effect behavior reflection sheet, and the behavior self-improvement plan to the divisional vice-principal.



THE AMERICAN INTERNATIONAL SCHOOL OF EGYPT  
WEST CAMPUS



CAUSE & EFFECT BEHAVIOR REFLECTION

Reasons for My Behavior

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Consequences of My Behavior

How do I feel now?

Description of My Behavior

Has my behavior affected others? How?

List any other negative consequences that came of this situation:



BEHAVIOR SELF IMPROVEMENT PLAN

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

What specific behavior will you improve?

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My Goal:

By the end of \_\_\_\_\_, I will \_\_\_\_\_

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What action steps will you take to improve this behavior? (Minimum of 5 steps)

	Action Steps:	By which date?
1.		
2.		
3.		
4.		
5.		

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

In-School Suspension Teacher Signature: \_\_\_\_\_

\*Photo copy this sheet. The vice-principal receives one copy. The original goes to the student





IN-SCHOOL SUSPENSION WRITTEN WARNING

<b>Student Name:</b>	<b>Date:</b>	<b>Grade:</b>	<b>Teacher:</b>
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Incident location—circle one	Possible Antecedent—circle one	
Classroom	Avoid adult	Avoid task
Hallway	Obtain adult attention	Obtain peer attention
Restroom	Avoid peers	Other:
Cafeteria	Obtain items	

<b>Expectation violated:</b>	Respect	Responsibility	Ready to Learn
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Incident—circle one		Incident description:
Talking	Defiance, non-compliance	
Refusal to work	Eating	
Arguing	Standing/Out of Seat	
Poor language	Throwing items	
Disruption / Calling out	Electronics	
Sleeping	Touching / contact	
Tone/attitude	Disrespect	

<p>I understand that I only receive one warning while I'm assigned to in-school suspension. The next time I break a rule, choose not to follow a rule, ignore instructions, or act with defiance, I could receive an additional day of in-school suspension or further disciplinary action from my vice-principal.</p>	
Teacher signature:	Student signature: