

POLICY MANUAL

THE AMERICAN INTERNATIONAL SCHOOL
IN EGYPT

1.00	THE SCHOOL AND ITS GOALS
1.10	School Legal Status
1.101	Authority
1.102	Location
1.103	AISE Board of Directors
1.104	Relationship with Esol Education
1.105	Accreditation
1.106	Membership
1.20	Mission Statement, School Philosophy and Beliefs
1.201	Esol Education Mission Statement
1.202	Esol Education Vision Statement
1.203	AISE Mission Statement
1.204	School Philosophy
1.205	Beliefs
1.206	Educational Commitment
1.30	School Organization
1.301	Organization of School
1.302	Organization of School Administration
1.303	Job Descriptions for Positions within AISE Organizational Structure
1.304	School Day
1.305	Force Majeure/School Closure
1.306	Emergency Evacuation of School
1.307	Procedure of International Purchasing of Materials, Furniture Equipment and Supplies
2.00	PERSONNEL
2.10	Staffing Philosophy and Goals
2.101	Staffing Philosophy
2.102	Staffing Goals
2.20	Policies Pertaining to Overseas-Hire Personnel
2.201	Definition of Overseas-Hire
2.202	Hiring Procedures for Teachers
2.203	Teaching Schedule/Assignments
2.204	Teaching Load
2.205	Contract Renewal
2.206	Signing of Contracts on Behalf of the School
2.207	Travel and Tuition of Children
2.208	Settling-in Allowance
2.209	Housing
2.210	Salaries
2.211	Medical Insurance
2.212	Retirement Plan
2.213	Leave to Search for New Employment
2.214	Emergency Closing of School
2.30	Policies Pertaining to Full-time Professional Staff
2.301	Qualifications
2.302	Expectations for Professional Staff Members
2.303	Supervision of Students
2.304	Professional Appearance
2.305	Professional Staff Compensation and Contracts
2.305.1	Calculation of Salary
2.305.2	Payment of Salary
2.305.3	Extra Duty
2.306	Teacher Certification and Advanced Degrees
2.307	Professional Staff Orientation
2.308	Professional Staff Evaluation
2.309	Visas and Work Permits
2.310	Professional Staff Vacations and Holidays
2.311	Professional Staff Meetings
2.312	Professional Staff Career Development Opportunities
2.313	Tutoring for Pay
2.314	Professional Staff Consulting and Non-School Employment
2.315	Professional Staff Leaves and Absences
2.315.1	Professional Staff Sick Leave
2.315.2	Professional Staff Bereavement Leave
2.315.3	Professional Staff Maternity Leave
2.315.4	Long-Term Disability
2.315.5	Professional Staff Leave Without Pay
2.315.6	Personal Leave Day
2.316	Authorized and Unauthorized Absences
2.317	Professional Staff Bonus Pay for Non-Absence
2.318	Professional Staff Arrangements for Substitutes

- 2.319 Full-time Substitute Teachers Absentee Policy
 - 2.319.1 Sick Leave With Pay
 - 2.319.2 Emergency Leave With Pay
 - 2.319.3 Leave Without Pay
- 2.320 Salary for Full Time Substitutes
- 2.321 Professional Staff Fringe Benefits
 - 2.321.1 Medical Insurance
- 2.322 Automobile Policy
- 2.323 Professional Staff Termination of Employment
 - 2.323.1 Reduction in Professional Staff Work Force
 - 2.323.2 Renewal of Contracts

2.40 Policies Pertaining to the Classified Staff

- 2.401 Work Schedule Policy for Classified Staff
- 2.402 Classified Personnel Absentee Policy
 - 2.402.1 Definition
 - 2.402.2 Sick Leave With Pay
 - 2.402.3 Emergency Leave With Pay
 - 2.402.4 Leave Without Pay
 - 2.402.5 Annual Vacations
 - 2.402.6 Temporary Re-Assignment of Duties
 - 2.402.7 Summer Months
 - 2.402.8 Other Absence Situations
- 2.403 Support Staff Vacancies

3.00 INSTRUCTIONAL PROGRAM

3.10 Instructional Goals and Objectives

3.20 Curriculum Development

3.30 Evaluation of Instructional Program

3.40 Basic Curriculum Design

- 3.401 Curriculum Guides
- 3.402 English as an Additional Language Program
- 3.403 International Baccalaureate Program
- 3.404 Services for Exceptional Children
- 3.405 Summer School Program

3.50 Extra-Curricular and Athletic Programs

3.60 Instructional Arrangements

- 3.601 School Day
- 3.602 Grouping for Instruction
- 3.603 Class Size

3.70 Instructional Resources

- 3.701 Instructional Materials Selection and Adoption
- 3.702 Library Materials Selection and Adoption
- 3.703 School Library and Tech Center
- 3.704 School Trips
- 3.705 Child Abuse Policy
- 3.706 IT Acceptable Use Policy for Staff and Students
- 3.707 Fund Raising
- 3.708 Language Policy
- 3.709 Academic Honesty Policy

3.80	Academic Achievement
3.801	Homework Policy
3.802	Semester Examinations
3.803	Evaluating and Reporting Student Performance
3.804	Progress Reports
3.805	Daily Reports
3.806	Grading System
3.807	Incomplete Grades
3.808	Attendance Requirement for Grades
3.809	Class Work
3.810	Behavior and Grades
3.811	Course Repeats and Averaging Two Semester Grades for Middle School
3.812	Academic Honesty Policy
3.813	Honor Roll and Class Rank
3.814	Requirements for Graduation
3.815	Administrative Regulations Regarding Regular High School Program Waiver for the IB Diploma Program

4.0 STUDENT PROGRAMS

4.10	Admissions Policies
4.101	Age Requirements for Admission
4.102	Transcripts and Transfer Credits
4.103	Enrollment Fee
4.104	Transfer Between AISE Campuses

4.20	Student Attendance
4.201	Attendance Policy
4.202	Tardiness

4.30	Dress Code
4.301	School Uniform

4.40	Student Conduct and Student Discipline
4.401	AISE Discipline Philosophy
4.402	Use of Cell Phones
4.403	Smoking
4.404	Weapons
4.405	Courtesy and Respect
4.406	Alcohol Abuse
4.407	Drug Abuse
4.408	Discipline
4.409	Corporal Punishment

4.50	Student Services
4.501	Health Services
4.502	Vaccinations and Immunizations
4.503	Physical Examinations and Physical Education
4.504	Guidance and Counseling

1.00

THE SCHOOL AND ITS GOALS

1.10

School Legal Status

1.101 Authority

AISE is licensed as an American curriculum school by the Egyptian Ministry of Education. The AISE High School Diploma is regarded by the authorities of Egypt as equivalent to the Egyptian General Certificate of Secondary Education.

1.102 Location

The AISE Main Cairo Campus is located in Cairo Festival City, adjacent to the Police Academy in the Fifth Settlement.

The AISE West Cairo Campus is located in the Greens Development in Sheikh Zayed City.

1.103 AISE Board of Directors

AISE shall have a Board of Directors that will consist of at least three members. One member shall be the school Chairman and the remaining members shall be appointed by the Chairman.

The AISE Board of Directors shall be responsible for appointing the Directors of each of AISE's campuses, and for appraising the Directors' performance according to the terms of Esol Education Administrator Appraisal Policy and Procedure.

The AISE Board of Directors shall also have the authority to revise the provisions of this AISE Policy Manual, and to introduce new AISE policies, based on the best interests of the school and its student body.

Right of Appeal to AISE Board of Directors

Professional Staff members of AISE affected by decisions or treatment they regard as unfair have a right to appeal. In such cases, the Professional Staff member should appeal the decision or treatment in writing to the appropriate school administrator, who shall provide a written response within 5 school days from the date of his/her receipt of the Professional Staff member's written appeal.

If the Professional Staff member believes that the administrator has not addressed the situation adequately, the Professional Staff member may appeal further in writing to the School Director within 5 school days from the date of his/her receipt of the written response from the school administrator. The School Director shall provide a written response to the Professional Staff member within 5 school days of his/her receipt of the Professional Staff member's written appeal. If the Professional Staff member believes that the School Director has not addressed the situation adequately, the Professional Staff member may appeal further in writing to the AISE Board of Directors within 5 days of his/her receipt of the written response from the School Director. After investigating all the facts and circumstances relevant to the Professional Staff member's grievance, the AISE Board of Directors will provide a written response to the Professional Staff member. The decision of the AISE Board of Directors will be final and binding upon all parties.

1.104 Relationship with Esol Education

AISE is part of the Esol Education group of schools. The provisions of the separate Esol Education Policy Manual are applicable to AISE.

Esol Education shall support AISE and shall be responsible for some aspects of its operations, including management of the school's budgeting process and other aspects of its financial management, provision of support to AISE in the recruitment of faculty members, coordination of AISE's purchasing and shipping of materials and supplies, and other responsibilities identified by the Superintendent/Chairman and Esol Education Board of Directors.

1.105 Accreditation

AISE maintains full accreditation with the Middle States Association of Colleges and Schools, Philadelphia, Pennsylvania, USA and the Council of International Schools, The Netherlands. In addition, AISE is accredited by the Egyptian Ministry of Education.

1.106 Membership

AISE is a member of the following professional organizations and associations:

- International Baccalaureate Organization, Route des Morillons, CH-1218 Grand-Saconnex, Geneva, Switzerland. (IBO)
- Near East South Asia Council of Overseas Schools (NESAS)
- Mediterranean Association of International Schools (MAIS)
- Piedmont Triad Horizons Education Consortium, University of North Carolina at Greenboro, N.C., USA
- European Council of International Schools (ECIS)
- Association for the Advancement of International Education (AAIE)
- Association of International School Heads (AISH)

1.20

Mission Statement, School Philosophy and Beliefs

1.201 Esol Education Mission Statement

To provide outstanding education to students and excellent professional opportunities for educators in international communities, instilling the knowledge, skills, and character necessary for success in the 21st century.

1.202 Esol Education Vision Statement

To be the most reputable and trusted provider of high quality international education.

1.203 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.

1.204 School 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.

1.205 Beliefs

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 are 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;
- Shape the future of our school through strategic vision, continuous planning, and agreed upon action plans linked to continuous evaluation.

1.206 Educational Commitment

AISE 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 community to promote improved learning experiences. AISE teachers, parents and administrators work together as a functional team to improve educational excellence within the school community.

AISE TEACHER CODE OF ETHICS

The primary responsibility of a teacher is to those whom they teach. In meeting those responsibilities to the learner, the teacher will:

- Teach in a manner that respects the dignity and rights of all persons without prejudices;
- Recognize that each learner is a unique individual and what is required for their learning may vary;
- Base their professional practice on continuous professional learning;
- Not divulge information about a pupil received in confidence or in the course of professional duties;
- Not intentionally expose students to embarrassment or disparagement.

Teachers recognize that they work in collaboration with the parents of their students. They also understand professional decisions must be weighted towards what is judged to be in the best interest of their students. Teachers will strive to:

- Make every effort to encourage parents to involve themselves actively in the education and welfare of their children;
- Recognize the right of a parent to be consulted about any matter that concerns the future development of their child;

- Establish open, honest and respectful relationships with parents of their students.

Teachers are vested by the public with trust and responsibility, together with the expectation that they will help prepare students for becoming a contributing member of society. As a member of society teachers will:

- Teach and model those positive values that are widely accepted in society and encourage learners to apply them and appreciate their significance;
- Actively support policies that promote equality of opportunity for all.

Teachers have voluntarily accepted to become a member of AISE and as such will meet the conditions of the contract to which they agreed. Teachers will:

- Fulfill all contractual obligations to AISE unless released by mutual consent;
- Respect the staff, fellow teachers and leadership of AISE and strive to be a positive and successful team member of our school;
- Act in the community in a manner that enhances the prestige of the teaching profession and reflects positively on AISE and its staff.

Teachers shall exert effort to maintain AISE professional standards and promote a climate that encourages the exercise of professional judgment and trust among colleagues. Teachers shall:

- Recognize the obligation to improve his/her effectiveness as a teacher in every way;
- Respond unselfishly to colleagues seeking professional assistance;
- Respect the professional standing of his/her colleagues and maintain the highest standards of professional courtesy with them;
- Teachers will not undermine the confidence of students with their colleagues;
- Respect proper channels to raise concerns or questions regarding school policies or procedures;
- Act in a manner that maintains the honor and dignity of the profession.

1.30 School Organization

1.301 Organization of School

AISE Main Campus: The AISE Main Campus provides education for children from Pre-Kindergarten through Grade 12. The Main Campus is divided into four sections:

- Early Childhood Center: Pre-Kindergarten through KGII
- Elementary School: Grade 1 through Grade 5
- Middle School: Grade 6 through Grade 8
- High School: Grade 9 through Grade 12

AISE West Campus: The AISE West Campus provides education for children from Pre-Kindergarten through Grade 12. The West Campus is divided into three sections:

- Elementary School: Pre-Kindergarten through Grade 5
- Middle School: Grade 6 through Grade 8
- High School: Grade 9 through Grade 12

1.302 Organization of School Administration

The AISE Board of Directors shall be responsible for maintaining the AISE Organizational Chart, and for amending it from time to time to ensure that it reflects accurately the school's organizational structure.

1.303 Job Descriptions

Please see Appendix 1

1.304 School Day

The administration shall arrange and schedule the school day to offer the greatest educational return for time spent. To attain optimum time use for each student, variations in the daily schedule may be arranged to receive special instruction.

1.305 Force Majeure/School Closure

The Chairman/Superintendent shall make the final decision for all school closures or early release.

1.306 Emergency Evacuation of the School

The building Principals will have primary responsibility for developing and maintaining an emergency evacuation system. Building evacuation routes will be posted in all classrooms and public areas as needed. There will be an announced drill (evacuation practice) each semester.

EMERGENCY PROCEDURES

Evacuation plans should be posted in all classrooms. It is the responsibility of every teacher to understand these plans. Drills will be held throughout the year to familiarize students and faculty with necessary procedures and problems.

Important Numbers

- AISE Main phone line (202) 2618-8400
- AISE West phone line (202) 3851-0616 / 3851-0626
- Police 122

- Fire 180
- Ambulance 123 Heliopolis 0226344991 Maadi 0225253873
6th October 20 2 38322198
- Hospital
 - Heliopolis Cleopatra 0224143931 Hyatt 0222907017
 - Maadi Nile Badrawi 0225240022 As Salam 0225240250
 - Al Rehab Medical Center 02-26078796
 - 6th October Dar El Fouad Hospital 20 2 38356030
 - El Sheikh Zayed Hospital 20 2 38500921
 - Mohandssein Hospital 20 2 33030502

Crisis Event

In the event of a crisis the School Director is the primary coordinator and the schools spokesperson. The School Director's Office will serve as the control center.

Teacher Evacuation Procedures

- Make sure your classroom is empty and the door is closed but unlocked.
- Accompany your students to their assigned areas on the athletic field making sure that students proceed in a quiet and orderly manner.
- Have your class roster in order to account for each student.
- Specialist Teachers should escort classes to their teacher in the designated safe area.
- Once you have your class in the designated area please have students sit.
- Take role.
 - If you account for all students hold up your green card.
 - If you cannot account for all your students hold up your red card.
- Remain with your students until you are released by an administrator.
- Accompany your students back to your classroom.

Fire

- If you detect a fire sound the alarm.
- Do not fight the fire yourself.
- Follow the Teacher Evacuation Procedures.

Earthquake

- At the first sign of a tremor and you are inside the building have everyone:
 - Drop and take cover under a desk or beside a heavy object like a sofa, desk or wall.
 - Turn away from windows.
 - Move as close as possible to the exterior wall.
 - Extinguish all burners and remove any pots of hot water.
 - Remain in the sheltered position until the shaking subsides.
 - After initial quake and aftershock, evacuate as directed in the Evacuation Procedures.
- At the first sign of a tremor and you are outside the building have everyone:
 - Move to an open space and drop down.
 - If you are in a vehicle stop away from bridges, power lines and buildings.
 - Remain in your vehicle.

Bomb Threat/Explosion

- If you receive a bomb threat immediately report it to the School Director.
- If you receive the call:
 - Be calm;
 - Listen to the caller;
 - Be courteous;
 - Do not interrupt the caller;
 - Keep him/her talking;
 - Obtain as much of the following information as possible:
 - Date the bomb will explode;
 - Time the bomb will explode;
 - Time you received the call;
 - Exact words of the caller;
 - Where is the bomb placed;
 - What kind of bomb it is;
 - What does it look like;
 - Caller's name;
 - Caller's identity; (male/female/adult/juvenile/age/etc.)
 - Accent; (American, Egyptian, other)
 - Manner; (calm, angry, rational, irrational)
 - Background noise; (office, factory, trains, music, traffic, party, airplane)
 - Additional information.
- If you find a bomb:
 - Do not touch it;
 - Ask all persons to leave the area;
 - Do not use your cell phone;
 - Block entrance to bomb area as best as possible.

1.307 Procedure of International Purchasing of Materials, Furniture, Equipment and Supplies

AISE shall conduct its international purchasing materials, furniture, equipment, and supplies according to the terms of applicable Esol Education policy.

2.00

PERSONNEL

2.10 Staffing Philosophy and Goals

2.101 Staffing Philosophy

AISE employs a dynamic, caring, effective, well-qualified and efficient staff to carry out an outstanding educational program.

2.102 Staffing Goals

AISE's specific personnel service goals are to:

- Recruit, select, and employ the best, qualified personnel available to staff the school.
- Develop a quality of human relationships conducive to high levels of staff performance and satisfaction.
- Deploy available staff in such a way as to use them as effectively as possible to achieve the school's objectives and goals.
- Manage the development and updating of job descriptions by appropriate administrators.
- Oversee an employee evaluation program that contributes to the improvement of staff performance and professional development.
- Effectively administer contracts and personnel policies with the aim of safeguarding good relations between the administration and the staff.

2.20 Policies Pertaining to Overseas-Hire Personnel

2.201 Definition of Overseas-Hire Personnel

Overseas-hire personnel are those administrators and teachers who are in Egypt for the specific purpose of working at the school.

2.202 Hiring Procedures for Teachers

The School Director, with the help of other AISE administrators and Esol Education, is responsible for the identification and recruitment of appropriate candidates for all professional positions within AISE. Job descriptions, teaching certification, professional training, grade and/or course level assignments will be considered at this stage to ensure identification of appropriate candidates. School Principals will provide a list of positions, specifying the grade level and subject area, that need to be filled due to departure of current personnel along with grade level and subject area requirements for each position.

If school Principals wish to propose the establishment of any new position at AISE due to anticipated increases in enrollment or to meet a specific educational need, they may do so in writing to the School Director.

The dismissal or releasing of teachers will be the responsibility of the School Director.

2.203 Teaching Schedule/Assignments

The AISE administration will prepare a master schedule for each term indicating which courses are offered, who is teaching each course, and the time the course meets. The administration may modify the master schedule according to the needs of the school.

School Principals will be responsible for determining the specific teaching assignment of each teacher. The AISE administration retains the right to change a teacher's assignment based on the best interest of the school, but will endeavor in good faith to honor teacher preferences with regard to teaching assignments, provided that the teacher is qualified for the assignment that he/she prefers.

2.204 Teaching Load

AISE assigns teachers a teaching load of up to 5/7 of the total number of class periods in the school's class schedule. In some cases, based upon the teacher's request or with the teacher's consent, AISE may assign a teacher an additional class. Teachers assigned an additional class receive an additional proportional share of their salary based upon the additional teaching time.

2.205 Contract Renewal

School Principals will make recommendations to the School Director by December 1 regarding offers of contract renewal or continuation of employment for all professional staff members. The School Director will make all such decisions based mainly on the recommendation of the Principals. The Superintendent retains the authority to give final approval of all decisions regarding continuation or non-continuation of employment of professional staff members.

2.206 Signing of Contracts on Behalf of the School

Only the Superintendent, his authorized representative, the Deputy Superintendent, or the School Director may sign an employment contract on behalf of the school.

2.207 Travel and Tuition of Children

The overseas hire teacher will be provided air tickets from the home of record to Cairo and return annually. No travel allowance is provided for spouses who do not teach at the school. If both parents teach, full travel allowance is provided for up to two approved dependents. If only one parent teaches, 50% travel allowance is provided for up to two approved dependent children. Travelling will be by direct routing; any deviation from this route will be at the expense of the teacher.

AISE provides tuition, registration, and transportation fee support for up to two children of professional staff members to attend the school, according to the following schedule:

- When both parents are professional staff members of AISE: 100%.
- When one parent is a professional staff member of AISE: 50%.
- Other fees and activities are the responsibility of the parent.

2.208 Settling-in Allowance

AISE provides overseas hire personnel with a one-time settling-in allowance of \$600, payable in Egyptian Pounds upon arrival in Cairo.

2.209 Housing

AISE provides a monthly housing allowance to each overseas hire professional staff member. The amount of the monthly housing allowance is specified in the contract of employment.

The Professional Staff member is responsible for the cost of water, gas, telephone, internet and electricity bills.

AISE does not provide any furnishings or repair and maintenance services for the privately rented apartments. AISE also cannot guarantee teacher bus service to privately rented apartments. Teachers are advised to rent their apartments near the school established routes to be certain they can use school bussing to and from the school.

2.210 Salaries

The Teacher's salary will be payable in twelve equal installments at the end of each month, beginning from August, except for payment of the June and July installments. For the first year of the Contract term, the School will pay the June salary installment and one-half of the July salary installment on the last working day in June, and will pay the second half of the July salary installment at the end of August. For the second year of the Contract term, the School will pay the Teacher's June and July salary installments on the last working day in June. The School will pay the lesser of Twenty-Five Percent (25%) of the Teacher's salary or Nine Thousand Dollars (\$9,000 US) in Egyptian Pounds at the applicable exchange rate on the date of payment, and the rest of the Teacher's salary in US Dollars. The Egyptian Pounds will be provided only for the first 9 paychecks starting with the August pay. The School will be responsible for payment of any employment taxes owed to the Egyptian government. If the Teacher is using School housing, the School will withhold \$500 of the final installment of the Teacher's salary to cover any unpaid bills. If the teacher has a school cell phone a deposit of \$400 will be withheld to cover final bills unless the phone is turned off before May 15th. After covering any such bills, the School will mail the remaining amount to the Teacher no later than September 30.

2.211 Medical Insurance

Full time professional staff members are eligible to participate in the AISE's medical insurance plan. Dependents are based on contract details.

2.212 Retirement Plan

For professional staff members, AISE provides a matching contribution of up to 5% of salary to a school recognized retirement plan or long term investment plan. To receive this benefit, the professional staff member must submit documentation of the retirement plan or long-term investment plan to the school. Once the plan is approved, AISE will deduct 5% of the teacher's monthly salary, or a lesser amount if the professional staff member chooses, and deposit it in the retirement account, along with a matching contribution from the school.

2.213 Leave to Search for New Employment

Foreign teachers recruited outside Egypt may apply for leave to search for new employment under the following guidelines:

- Administrative approval for any leave is required.
- A leave for new employment can be granted to an individual only once during employment at AISE.
- First year of employment: no leave is granted with or without pay. Teachers who resign before their two-year contract expires shall lose the right to a return ticket to his/her home of record, and shall be liable to the School for a penalty equal to one monthly installment of the teacher's salary.
- Second year of employment: teachers may apply for up to two days with full pay for the purpose of job searching.

- Third and subsequent years of employment: teachers may apply for up to three days with full pay for the purpose of job searching.
- To be granted leave days for job searching the teacher must submit a letter of resignation by December 1.
- A teacher may request additional days without pay not to exceed in total five working days for job search.

2.214 Emergency Closing of School

In the event that school closes because of actions and events beyond its control, the school shall provide its Professional Personnel with the following compensation:

- Overseas Hire Teachers who are full time employees will receive the lesser of two monthly salary installments or the balance of the yearly salary, and an airline ticket to the nearest major airport to the home of record.
- Local Hire Teachers who are full time employees will receive the lesser of two monthly salary installments or the balance of the yearly salary.
- Upon notice of re-opening, the school shall provide tickets for full time Overseas Hire Teachers so that they may return to work.
- If the school re-opens in less than two months, the period of closure is considered as a vacation.

2.30 Policies Pertaining to Full-time Professional Staff

2.301 Qualifications

AISE considers the teacher to be the most essential person to the learning and success of the students in the school.

The required minimum qualifications for all professional staff members at AISE are:

- A bachelor's degree from an accredited recognized university.
- A valid teaching credential, or in the case of counselors, librarians, and administrators, a valid counseling, librarian, or administrator credential, respectively, from a state of the United States or a province of Canada, or the equivalent of the required credential.
- Strong preference is given to professional candidates with three or more years of professional experience. Preference is also given to professional candidates with a demonstrated record of professional development activity and advanced degrees.

2.302 Expectations for Professional Staff Members

Professional staff members are expected to:

- Provide planned instruction to students and daily monitoring of performance, including providing corrective feedback throughout the learning process.
- Show knowledge and understanding of students and demonstrate skills in the subject areas taught.
- Show written evidence of preparation for classes through quality lesson plans.
- Assess student achievement levels and provide instruction accordingly.
- Develop long and short range plans for instruction.
- Vary instructional techniques and instructional materials to suit the learning styles, motivational levels, needs and capabilities of the students.
- Develop and implement a classroom management scheme that emphasizes an excellent classroom-learning environment.
- Maintain control in the classroom and apply disciplinary measures in accordance with administrative policies and regulations.
- Help in upholding and enforcing school rules and administrative regulations inside and outside the classroom.
- Test and evaluate students, record grades, register attendance, send deficiency reports to parents and enter grades on report cards as specified by the Principal.
- Take all necessary safety and precautionary measures to protect students, equipment, materials and facilities.
- Consult with the Counselor and/or Principal regarding individual student problems.
- Keep accurate and complete records for all parent conferences, student conferences, behavior/discipline incidents, extra student assistance, etc.
- Supervise students out of the classroom as assigned by the Principal.
- Be available to parents and students before and after school hours and during planning times by appointment.
- Maintain professional relationships with colleagues, students and parents; safeguard privileged information about students, faculty and administration.
- Be responsible for receiving and maintaining textbooks, study materials, teaching supplies and classroom equipment and maintain records of texts and other materials checked out to students.
- Attend and participate in all faculty meetings and general student assemblies.
- Participate in professional development programs.
- Accept responsibility for extra-curricular activities as assigned by the administration.
- Cooperate with fellow staff members in sharing/exchanging instructional methods/approaches in the classroom.
- Take an active part in selecting texts, equipment and other instructional materials.
- Be loyal to the school and endeavor to contribute to its good image.
- Be a good role model to youth.
- Be sensitive to the local culture.
- Avoid participation in political discussions and political activity in Egypt.

2.303 Supervision of Students

All staff members at AISE are "on duty" at all times, from the moment they enter the building in the morning until departure at the end of the day. In addition, there are special times during the day when supervision of students outside of the building is required: (a) before school, (b) lunch time, and (c) after school. Principals will define the responsibility for supervising students and will arrange for an equitable distribution of responsibilities among the staff.

Supervision is provided for the safety and welfare of students. All school related activities will be adequately supervised.

2.304 Professional Appearance

AISE professional staff members will maintain a high level of professional appearance. Men are encouraged to wear ties and are required to wear a buttoned shirt or a polo shirt with slacks. No jeans of any color, t-shirts, shorts or similar apparel are permitted.

Women are expected to dress appropriately in dresses, skirts, dress pants, blouses, and dress shirts. No jeans of any color, revealing or tight-fitting garments, shorts or t-shirts are permitted.

2.305 Professional Staff Compensation and Contracts

2.305.1 Calculation of Salary

AISE determines the salary of all professional staff members according to the school's Schedule of Salary and Benefits for Professional Staff Members. In addition to the base salary, which includes the increment for valid certification, compensation is calculated based upon a teacher's advanced degrees and full years of full-time teaching experience.

Advanced degrees from accredited/recognized universities in the United States and Canada are recognized as advanced degrees for the purpose of salary calculation. Advanced degrees from accredited/recognized colleges or universities outside the United States and Canada may be recognized as well. In cases where the validity of the academic work of the advanced program is in question, the School will make the final decision regarding compensation.

For salary calculation purposes, AISE recognizes full years of full-time teaching experience in a school. Substitute teaching, supply teaching, part-time teaching, partial years of teaching experience, and years of teaching experience at the post-secondary level, the adult level, or in other non-school settings do not qualify as years of teaching experience for salary calculation purposes.

Salaries of professional staff members are contingent upon the school's verification of the staff member's credentials. Professional staff members must submit complete documentation of degrees, certification, and years of teaching experience prior to the start of the school year.

If teachers earn advanced degrees, or other qualifications entitling them to a higher salary, during their employment at AISE, their salary will be revised accordingly effective at the beginning of the pay period immediately following the date upon which the degree or qualification is conferred.

2.305.3 Extra Duty

Professional staff members must be available for up to three after school time periods per week to provide academic help to students, or to sponsor, coach, or participate in extracurricular activities. The specific requirements for the after school time periods will be determined by the school Principal.

Professional staff members may also be required occasionally to supervise activities on weekends, or to supervise students on school trips. Professional staff members will also supervise examinations when necessary.

Extra duty assignments such as bus duty and lunch supervision are necessary for the smooth running of a school. Principals will be responsible for arranging the extra duty assignments so they are equitably shared by all.

Professional staff members are also required to participate in professional development activities and curriculum improvement work.

Remuneration is provided for coaching teams. The list of teams and the amounts paid are approved annually by the Superintendent.

Approved Supplements:

- IB coordinator: \$3,000
- Grade Level Leaders/Department Chairs \$2,000
- Head of Arts: \$2,000
- Head of ELL: \$2,000
- Athletic Director \$2,000
- Coaching Stipends:
 - EGP 4,500 Head Coach
 - EGP 2,000 Assistant
- Directing Major Performing Arts Production
 - Director: \$2,000
 - Music Director: \$2,000

2.306 Teacher Certification and Advanced Degrees

Teachers who hold valid teaching certificates from the United States and Canada shall receive the same financial compensation for the certificate.

To receive compensation, proof of certification must be on record at AISE prior to the start of school in August. If the certificate, or proof of the certificate, arrives or is dated after the start of school, the teacher compensation will be pro-rated for the balance of the school year.

Advanced degrees from recognized colleges and universities, other than those in the United States and Canada, are generally accepted. In cases where the validity or academic work of the advanced degree program is in question, the School Director's decision regarding compensation will be final.

2.307 Professional Staff Orientation

The School Director is responsible for planning and coordinating a professional staff orientation program to take place before the beginning of each school year. The orientation program will be designed to help familiarize new professional staff members with AISE and its host country of Egypt. All new professional staff members are required to participate in the orientation program. Returning professional staff members are required to participate in the latter portion of the orientation program.

2.308 Professional Staff Evaluation

The main purpose of professional appraisal at AISE is to improve continually the quality of education offered by the school. It is the responsibility of the Principals to evaluate the professional staff in their schools. AISE conducts professional staff performance assessment in accordance with the terms of the Esol Education policy regarding Professional Staff Performance Appraisal.

2.309 Visas and Work Permits

Documents required for visas and work permits are dictated by the issuing authorities. The employee must promptly provide AISE with such documents as needed. Once the professional staff member has provided all of the appropriate documents, the school will take the necessary steps to obtain the visa/work permit. The work permit issued to AISE teachers is issued for the sole purpose to work for the school for the duration of their contract.

2.310 Professional Staff Vacations and Holidays

A school calendar listing all vacations and holidays will be approved by the Superintendent and published prior to the start of school each year. The professional staff are entitled to all holidays and vacations listed on the calendar, keeping in mind that Egyptian and religious holidays are subject to change.

2.311 Professional Staff Meetings

A schedule for regular professional staff meetings is included in the written announcements and attendance is expected. From time to time, additional meetings will be scheduled. Administrators will try to give as much advance notice as possible for such meetings. Various professional committees are named each year in September. A schedule for their meetings is included in the Faculty Handbook and in other announcements distributed in September and in the course of the year.

2.312 Professional Staff Career Development Opportunities

AISE encourages the members of its professional staff to participate in staff development opportunities, including graduate level education courses, subject specific workshops, and IB training workshops. AISE provides financial support for professional development opportunities of its professional staff members, according to the following terms and conditions.

AISE recognizes that staff professional development may take a variety of forms: externally and internally provided courses, workshops or conferences, staff development day activities, professional reading, targeted classroom observations, visits to other schools and sharing ideas and best practices with colleagues, using appropriate networks and forums.

Professional development needs for a part or the whole school, as well as for individual and groups of teachers, are identified each year by the school administration, and the staff members through the "Staff

Appraisal Process”, the development of “Individual Growth Plans,” and through relevant information brought to the school by external partners such as accrediting agencies, the IBO, partner schools, or consultants. School Development Plans and the overall Esol Education Strategic Plan provide overall school and organizational aims.

AISE will pay up to \$750 US Dollars of the tuition/registration fees/travel and lodging expenses of an approved professional development program upon presentation of the relevant receipts. For teachers currently teaching in the IB program and attending approved IB training workshops, the maximum amount of financial support is \$1,000 US.

In cases where the school asks the teacher to pursue training to teach IB Diploma classes, the school will cover the full cost of the training. The school may use all of the teacher’s available professional development allowance, including any available allowance from the teacher’s previous year at the school, towards that end.

To receive financial support under this policy for a professional development program, the teacher must obtain the prior approval of the School Director or his authorized representative. Such approval will require:

- That the program is directly related to what the teacher teaches or will teach at AISE.
- That the professional staff member has made a contractual commitment to return to AISE for the following school year. If the professional staff member has not made a contractual commitment to return to AISE for the following school year, he/she may still use the professional development allowance provided that the professional development course, workshop, or program will be completed by February 1.

Professional staff members may carry forward their unutilized professional development allowance for one school year, subject to the other requirements of this policy.

If a current teacher refers a new hire to AISE and the school hires the referred teacher a \$300 addition will be added to the referring teachers PD account.

2.313 Tutoring for Pay

Teachers are required to be available for two after school time periods per week to provide additional help to their students. The specific extra duties during the after school time periods will be determined by the Principal. Teachers may never tutor their own students for pay, and may not tutor other AISE students for pay unless the Superintendent has specifically approved the tutoring arrangement to address a specific need on the part of a particular student. Teachers should never make contact with parents about tutoring for pay unless authorized by the Superintendent.

If the Superintendent does approve tutoring for pay, parents must make all payments for tutoring to the AISE Business Office. AISE will then pay the full amount of the tutoring fees to the teacher. The tutoring must take place on school premises unless otherwise approved by the Superintendent.

2.314 Professional Staff Consulting and Non-School Employment

AISE professional staff members will not make any commitment to any other employer or organization to work on a paid or volunteer basis during the period of his/her employment at AISE without the prior written consent of the Superintendent.

AISE professional staff members shall not sell any books, supplies, musical instruments, or any other materials, equipment, or supplies to any student, or parent or guardian of a student, without the prior approval of the Superintendent.

Note: The work permit issued to AISE teachers is issued for the sole purpose to work for the school for the duration of their contract.

2.315 Professional Staff Leaves and Absences

2.315.1 Professional Staff Sick Leave

Full time professional staff members are entitled to up to 5 days of paid sick leave per school year. For six up to ten days of sick leave, the teacher's daily pay will be deducted by 25% and for eleven to fifteen days by 50%. Daily pay is the annual salary divided by 178 days. Unused sick leave days cannot be carried forward to future years. A physician's statement may be required for absences of three days or more.

2.315.2 Professional Staff Bereavement Leave

In the event of the death of an immediate family member, defined as a parent, sibling, son, daughter, or spouse, professional staff members are entitled to Bereavement Leave of up to five working days. The professional staff member may also apply to the school for a loan, if needed, to pay for travel costs to the site of funeral services.

2.315.3 Professional Staff Maternity Leave

The AISE maternity leave for full-time classroom teachers provides fifty calendar days paid leave, ten days before the birth and forty days after. The absence must be during the school year to receive pay. The teacher may return to work before the fifty days have expired if she has a letter

from her doctor stating good health. Upon return to full time work, every effort will be made to assign the teacher to her former class.

Maternity benefits do not apply unless the employee has worked for AISE consecutively for six months or more. Maternity leave will only be paid when the employee returns to full time employment with AISE.

If the teacher wishes to take more time off than is allowed with pay, she shall request in writing additional time off without pay. Additional time may be granted for up to three months. Past this period, she will be requested to resign. The teacher may at any time submit a new application for employment. Every effort will be made to rehire the teacher and place her in her previous position; however, AISE cannot make any guarantees regarding rehiring or position placement.

2.315.4 Long-Term Disability

In the event of long-term disability, defined as a condition that prevents a professional staff member from being able to work for a period of at least two months, AISE will pay 75% of the salary of the professional staff member for up to four months.

2.315.5 Professional Staff Leave Without Pay

Professional staff members may submit a written request to their Principal for an unpaid leave of absence. Any unpaid leave of absence must be approved by the School Director and cannot be attached to a school holiday or vacation.

2.315.6 Personal Leave Day

Professional staff members are entitled to one day of personal leave per school year. To use the day of Personal Leave, the professional staff member must submit a written request to his/her immediate supervisor. Any request to use the Personal Leave day requires the approval of the School Director or his/her authorized representative.

2.316 Authorized and Unauthorized Absences

An authorized absence is:

- An absence with prior approval of the school administration, such as an absence to attend a professional development event or to seek new employment.
- An absence where the staff member notifies the school in a timely fashion that he/she will be absent from school that day, and upon his/her return to school submits an explanation to his/her Principal that meets the approval of the AISE administration.

An unauthorized absence is an absence that does not satisfy either of these two criteria.

Consequences of authorized or unauthorized absence:

- If an authorized absence is due to illness, bereavement, or for any other reason specifically provided for by school policy, the consequences are addressed in the relevant school policy. Otherwise the authorized absence will be counted as the professional staff member's day of Personal Leave. Once the personal day is used, the school will deduct one day's pay for each day of unauthorized absence not specifically provided for by school policy.
- The school will deduct two days' pay for each day of unauthorized absence and/or the absence could be grounds for dismissal.

2.317 Professional Staff Bonus Pay for Non-Absence

Full time professional staff will receive an annual bonus for non-absence according to the following schedule:

No absence	\$300
One day absence	\$200
Two days absence	\$150
Three days absence	\$100
Four days absence	\$50
Five days absence	0

Any day of absence for any reason whatsoever will be counted as a day of absence for purposes of calculation of the no-absence bonus. Any unauthorized absence will be counted as two days of absence for purposes of calculation.

When a teacher anticipates being absent from school, the teacher must notify his/her Principal in time for alternative arrangements to be made. Substitute lesson plans should be available in the teacher's desk or delivered to the Principal's office. Upon returning to school after an absence, the teacher is responsible for completing and signing an absence form indicating the reason for the absence.

2.318 Professional Staff Arrangements for Substitutes

When it is necessary to be absent from school, teachers must notify their Principal in time for alternative arrangements to be made. Substitute lesson plans should be available in the teacher's desk or delivered to the AISE office by another teacher. Upon returning to school after an absence, the teacher is responsible for completing and signing an absence form indicating the reason for the absence.

2.319 Full-time Substitute Teachers Absentee Policy

2.319.1 Sick Leave With Pay

Full time substitute teachers will be paid for sick leave up to five days per year. For six up to ten days of sick leave, the teacher's daily pay will be deducted by 25%, for eleven to fifteen days by 50% and for more than fifteen days by 75%. Daily pay is the annual salary divided by 178. Unused sick leave days cannot be transferred to another year. A physician's statement may be required after the third day of absence.

2.319.2 Emergency Leave With Pay

In the event of the death of an immediate family member, an emergency leave up to a maximum of five days may be granted by the School Director.

2.319.3 Leave Without Pay

Full time substitute teachers may request in writing Leave Without Pay. Permission for the leave must be submitted to the Principal and approved by the School Director. These leaves cannot be attached to a school holiday.

2.320 Salary For Full-Time Substitute Teachers

Full time substitutes are compensated according to the AISE teachers salary schedule. If the full-time substitute possesses a valid North American teaching certificate, an advanced degree, or full years of full-time teaching experience in a school setting, he/she will be compensated for these qualifications at one half of the increment specified in the Schedule for full-time teachers.

2.321 Professional Staff Fringe Benefits

Benefits in addition to basic salary are recognized by the school as an integral part of the total compensation plan for professional employees.

2.321.1 Medical Insurance

The full time professional staff member may or may not elect in writing to participate in the school's hospitalization insurance plan. The school will pay 100% of the annual premium.

2.322 Automobile Policy

AISE school employees authorized to drive a school owned vehicle are provided with the following automobile and personal insurance coverage provided directly by the school or through a recognized insurance plan. Any current auto insurance provided by private or government plans is in addition to the following provided by AISE:

- The employee will pay a maximum of up to L.E. 500 deductible for damage resulting to a school owned vehicle while driven by the employee regardless of the extent of the damage. The employee pays 5% of the cost of damages above L.E. 500. The employee must immediately file a police report and report the accident to the School Director.
- The school employee is covered by AISE against all claims filed against the employee as a result of an auto accident in which the employee is the driver.
- If the vehicle assigned to the employee is stolen, the employee will not be liable for replacing the vehicle but is responsible to pay up to L.E. 500. The employee must immediately file a police report and report the situation to the School Director.
- If damage occurs to the vehicle assigned to the employee when it is not in use, the employee will submit an accident report to the Business Office for a determination of damage responsibility not to exceed L.E. 500 per accident.
- If other employees, approved by the administration, use the vehicle for school business, resulting damage will not be to the assigned employee.
- Only authorized school employees are allowed to drive school owned vehicles.
- Spouses may drive school owned vehicles that are assigned to their spouse.
- Drivers of AISE owned vehicles must have a current valid driver's license.

2.323 Professional Staff Termination of Employment

The School may terminate the contract of overseas hire personnel for any of the reasons stated in their contract of employment. The School Director may also suspend a professional staff member whenever he/she determines that the best interests of the school are not being served by the employee. Decisions for dismissal or termination or suspension will be made only after careful consideration and discussion with administrators and the concerned staff member. The decision of the School Director is final.

2.323.1 Reduction in Professional Staff Work Force

If it should become necessary to reduce the number of employees (e.g., teachers in a given subject area, grade or program), or to eliminate or consolidate positions or programs, the decision for retention or dismissal will be made by the School Director who will consider the overall effectiveness of the employee in conjunction with the needs of the school. Overall effectiveness is defined as demonstrated ability and willingness to fill the needs of the school.

The following factors shall be considered when assessing the needs of the school: curriculum, positions of extra duty to be filled, extra-curricular activities to be supervised, and safety of students, employees and facilities.

2.323.2 Renewal of Contracts

Employees are hired for a contracted period of time. Contracts are not automatically renewable, even though the employee may have a satisfactory work record at the school. It is desirable to maintain a good and experienced professional staff and every effort will be made to do so; however, decisions for the renewal of contracts are made by the School Director and his/her decision is final.

2.40 Policies Pertaining to the Classified Staff Members

2.401 Work Schedule Policy for Classified Staff

The workday for classified employees is from 8:00 a.m. to 4:00 p.m., Sunday through Thursday. Any deviation from the normal workday must be approved in writing by the School Director and supervising administrator. Unless otherwise stated, classified employees work 11 months.

Exceptions to the above policy are:

- Classroom aides work the same cycle as classroom teachers.
- School desk and other office personnel work schedules shall be so arranged as to make sure that specified holidays and vacations are covered.
- The computer lab assistant works eleven months including summer school.

Classified employees are entitled to a thirty-minute lunch period. Classified employees who work in areas where more than one person works should arrange lunch schedules in such a way as to insure that proper coverage of their area is maintained.

2.402 Classified Personnel Absentee Policy

2.402.1 Definition

The term "classified staff members" includes administrative assistants, teacher aides, library aides and any other paraprofessional personnel.

2.402.2 Sick Leave With Pay

- A physician's statement may be required after the third day of absence.
- Each year of employment: First ninety days, 25% of daily salary will be deducted for each day absent due to illness. The daily salary rate is the annual salary divided by 178.
- Each year of employment: Second ninety days, 15% of the daily salary will be deducted for each day of absence due to illness.
- Each year of employment: after 180 days, the full daily salary will be deducted for illness.

2.402.3 Emergency Leave With Pay

Classified personnel are entitled to a maximum of five days of emergency leave with pay per year in cases of death of immediate family members (spouse, father, mother, brother, sister). Prior approval by the appropriate supervisor is required.

2.402.4 Leave Without Pay

Prior approval for Leave Without Pay must be obtained from the Principal and approved by the School Director.

2.402.5 Annual Vacations

Annual vacation is provided in accordance with the Egyptian Government laws. Vacation time must be arranged with appropriate supervisors to assure maximum coverage.

2.402.6 Temporary Re-Assignment of Duties

Qualified aides who are temporarily assigned to a teaching position remain subject to the policies for Classified Staff.

2.402.7 Summer Months

The summer months of June and July are considered a part of the annual twelve months employment period.

2.402.8 Other Absence Situations

One day's pay will be deducted for each day missed if an employee misses work other than specified above. Employees may not be absent from work prior to vacation even with loss of pay.

2.403 Support Staff Vacancies

When support staff positions become vacant anywhere in the school, others who have been on staff for at least twelve (12) months may apply for the vacancy. Letters for consideration should be sent to the Principal.

3.00 INSTRUCTIONAL PROGRAM

3.10 Instructional Goals and Objectives

AISE exists to provide to eligible students living in the greater Cairo area a challenging college preparatory American and international curriculum. The language of instruction is in English. To achieve this purpose, the administration, faculty and staff will:

- Be responsible for meeting the intellectual needs of the individual student, teaching the basic skills of learning, thinking, problem-solving and imparting knowledge.
- Work in cooperation with the home and community to meet the intellectual, physical, social and emotional needs of the student.
- Base the educational program on the principle that every human being is valued and deserves the opportunity to attain his/her best self-realization as an individual and as a member of society.
- Uphold high academic standards, individually applied, to challenge each student.
- Encourage active participation and constructive self-expression by all members of the school community.
- Promote continuity of curriculum for prekindergarten through grade twelve.
- Acknowledge the need to evaluate and continuously improve the school's instructional methods and materials.
- Recognize that the transient nature of the school requires a curriculum that permits entry into the school and into subsequent schools with minimal problems for the student.
- Reflect the international nature of the school.
- Acknowledge obligations and opportunities as an international school in our host country.

3.20 Curriculum Development

The Principal is the key figure in all curriculum work done. At the school level; the Principal is regarded as the educational leader and main educational innovator as well as supervisor of staff and programs in each school.

Suggestions for curriculum changes may come from any person, including students, parents, teachers, administrators, or other members of the community. "Curriculum change" is defined as a departure from the current course of study with the intent of improving updating, or expanding the curriculum to meet students' needs more adequately.

Suggestions from parents, students, or members of the community should be proposed to the Principal or School Director, who will then discuss such suggestions with appropriate staff. Teachers who have suggestions for curricular change should initiate discussions with their Department Heads or with their Principals. The Principals will then discuss the suggested changes with their curriculum committees.

The school will maintain a five-year curriculum review cycle that will assure attention to textbook adoption and to regular review of curriculum and implementation of changes. The "curriculum review cycle" will be published to be certain there is a systematic, professional review of all instructional programs in the school.

3.30 Evaluation of Instructional Program

The constant evaluation and updating of the school program is an ongoing process throughout each academic year. The School Director and the Principals will supervise and coordinate all curriculum evaluation and development work in the schools.

3.40 Basic Curriculum Design

3.401 Curriculum Guides

The curriculum at AISE is an American course of study and is based on the Common Core Standards. The curriculum should not be regarded simply as a rigid set prescribed course outlines. Teachers, Department Chairpersons, and Principals are encouraged to work together for a curriculum that is flexible, creative, and intellectually stimulating without neglecting the school's duty to prepare its students for further study in their respective countries or in other countries.

The school will maintain an approved curriculum guide. When developing curricula, the school views the learning of basic skills as a continuing process with individual and specific discipline-based skills taught, as needed, in each subject. The integration of these basic skills into other subject areas is equally important.

Teachers are expected to know the published curriculum for each class they teach. If they must deviate from the prescribed curriculum to meet the needs of their students, they must discuss the matter with the Principal prior to making any changes.

3.402 English as an Additional Language Program

AISE maintains an extensive English as an Additional Language (EAL) program to meet the needs of students from Pre-kindergarten through grade eight. The program is designed to enable students to reach a point at which they are no longer hindered by linguistic difficulties in their regular classes. The program is intended to improve students' English language abilities to the point at which they can use English fluently and proficiently in both social and academic situations.

An EAL curriculum will be included in the school's curriculum guide. It will include details for student placement in and exiting from the program.

Students with limited English proficiency may not enter AISE after grade eight.

3.403 International Baccalaureate Program

The school has been approved by the International Baccalaureate Organization (I.B.O.) to offer courses that lead to IB certificates or to the IB diploma that will meet matriculation requirements of many universities throughout the world. The IB program at the school is a challenging course of study. The program is under the supervision of the High School Principal who is assisted by an IB Coordinator.

3.404 Services for Exceptional Children

The school may not accept pupils outside the normal range of ability and progress that might require specialized teaching that the school cannot provide or require a disproportionate amount of the teacher's time. Normally, classes are kept to a size that allows more than average individual attention to both the more and the less able pupils. Limited assistance is provided to support teachers and students, to assess pupils, to diagnose and clarify problems, and to offer a program of help either on a one-to-one basis or in small groups through the Student Success Teachers (SST)/Learning Support Team and Counselors.

3.405 Summer School Program

AISE offers a summer school program for students who are currently enrolled in PreK to Grade 12. The goal of the Summer School Program is to improve English reading, speaking, writing and mathematics skills in addition for promotion to the next grade level. Teachers may recommend students who should attend the Summer School Program.

3.50 Extra-Curricular and Athletic Programs

The school offers a wide program of extra-curricular activities that are held after school. Students are encouraged to participate.

Coaches are responsible for submitting names of students who try out for a sport and for submitting a list of students who are finally selected for participation to the Athletic Director.

The school Principal is responsible for determining the eligibility of students prior to allowing them to participate in any sports activity at any time of the year.

Students who participate in secondary school sports must maintain a minimum grade point average of 2.0 and have no failing grades on his/her current AISE report card.

Students may not participate in any extracurricular activity or on any AISE team if they are absent due to illness, either excused or unexcused from school on the day of the activity or game. In addition, if a student has any pending disciplinary action, he/she may not participate in the activity until the discipline action is decided.

3.60 Instructional Arrangements

3.601 School Day

The administration shall arrange and schedule the school day to offer the greatest educational return for time spent, within the limitation of school facilities. To attain optimum time use for each student, variations in the daily schedule may be arranged to receive special instruction.

3.602 Grouping for Instruction

AISE does not group students homogeneously for instruction nor does it follow any formal tracking patterns with the exception of the IB Program.

3.603 Class Size

AISE classes will be kept to a size that facilitates individual attention to both the more and the less able students. The school will do everything possible to ensure a student/teacher ratio which is in the best interest of all concerned, taking into account not only educational but also financial considerations.

Class size projections are:

PreK	18
KGI-KGII	21
Grade 1	22
Grade 2-5	24
Grade 6-12	25

3.70

Instructional Resources

3.701 Instructional Materials Selection and Adoption

Textbook review and selection are functions of the administrative and instructional staff that will be coordinated throughout the school. Basic textbooks will be reviewed and selected on a rotating schedule according to the approved Curriculum Review Cycle with normally no more than one major discipline being chosen each year.

The Principal will designate committees of teachers to review sample textbooks and recommend adoption to the School Director. Book selection and adoption must be compatible with available finances and the existing or proposed curriculum of the school or grade level(s) for which the books are selected.

When recommending the purchase of instructional materials, teachers and administrators should be especially mindful of the following:

- The needs of all learners, including the slow learners and the exceptionally able, must be provided for.
- In general, instructional materials should be chosen which will enrich and support the curriculum, stimulate growth in factual knowledge, enhance literary appreciation, and help students define ethical standards that will enable them to make intelligent judgments.
- Books and materials that are insensitive to the cultural values of Arab countries or to the laws of Egypt will not be purchased.

Because books are selected for use over several years, special attention will be given to their quality, durability, format, and price.

The school provides students with textbooks. Because textbooks and other materials used by students represent a large investment on the part of the school, charges will be made to students who lose or damage them.

3.702 Library Materials Selection and Adoption

Librarians, assisted by the school's professional staff and administrators, will make their selection of books and materials and send them to the School Director for approval. The selection criteria for instructional materials also apply to the selection of books and materials for the media center. Books chosen should lead the student and the teacher beyond the book itself into a wide variety of other materials and educational experiences; they should stimulate a student's desire to explore his/her own interests.

If a book deals with sensitive problems and issues, it should present and encourage examination of more than one point of view so that students may develop the practice of analytical reading and thinking. For that reason, materials should show a variety of religious, political, ethnic, and cultural values. Care must be taken that materials are not "racist" or "sexist."

3.703 School Library and Tech Center

Library/Tech Center hours will be approved by the Principals. The aim is to provide for maximum use of the Library/Tech Center by students and faculty.

The Librarian/Tech Center Director and his/her staff will plan the necessary regulations for use of the Library/Tech Center. The regulations must be approved by the administration.

The Librarian/Tech Center Director and his/her staff will provide a Library/Tech Center use orientation program for all schools that will help students learn to take advantage of the services of the Library/Tech Center.

All books for professional use, excluding teachers' manuals that have been purchased by the school, should be catalogued and maintained in either the professional, reference, or circulating collection of the library. Teachers needing books for instructional purposes may request that the book be checked out for the quarter, semester, or for the entire year. All non-consumable items for which staff members are reimbursed must be inventoried and checked out in the name of the borrower. Official reports will not be issued to students unless all materials have been returned or fines/replacement costs paid.

3.704 School Trips

AISE encourages its staff and students to take advantage of school trips and the educational value of a school trip. The school encourages the integration of school trips in the educational function at all grade levels.

School trips should be related to the curriculum and preceded by the appropriate preparation in order to promote an activate interest of the students and enable them to draw from the greatest learning experience.

Cost of the field trip, which includes transportation fees and food, is the responsibility of the parents. The parent permission form shall include the total cost of the field trip. The parent permission form shall also include an explanation and purpose of the trip. Any overnight trip or trips of 150 km or more from the school must be approved by the School Director.

All precautions for safety will be taken prior to and during the trip. Before parents and students are notified of plans for a field trip, the teacher must discuss the plans with the Principal and receive initial approval to proceed.

Teachers should not discuss field trips with students (especially those trips for which parents will be asked to pay) until they have been fully approved by the School Director. Costs of all travel and similar expenses should be checked and approved by the School Director before they are discussed with students or parents.

The costs for the chaperones and other relevant expenses should be included in the costs paid by the students. When planning for out-of-town trips, teachers should plan one chaperone for each ten students. If meals are not included in the trip itinerary, meals and expenses will be reimbursed against presentation of receipts up to \$50 a day.

Athletic trips should be associated with a cultural aspect of the visiting city or country. The projected cultural experience will be mentioned on the application form submitted for approval to the Director through the Principal.

Prior to the beginning of the school year, the Principals will present to the Director a schedule of the annual schedule of school trips for approval.

Students may participate in school trips, athletic and/or cultural, for a total of ten school days. Total includes athletic and cultural activities as well as tournaments and conferences (e.g. Athletic, MUN) hosted by AISE.

The Principal will establish a rotating schedule for teachers' participation in school trips and AISE hosted activities so that a greater number of teachers may bring their contribution and participate in school activities.

In case classroom teachers determine that a student's behavior, attendance or academic performance does not warrant him/her to participate in a school trip, this student will remain at school to do the work. This work will be done in a classroom under the supervision of a colleague.

Students must meet the following requirements:

- Maintain an overall GPA of 2.0 or higher that is calculated at the beginning of each grading term.
- Be passing all classes at the end of the preceding grading term (No F's).
- Be on target for graduation with respect to credits.
- Verification by Assistant Principal as to good behavior.
- Verification that the student has good attendance.
- Tuition Fees must be current.

A minimum of forty-five days prior to a school trip or hosting an athletic or cultural activity, the Principal will submit to the School Director a comprehensive budget for approval. All financial aspects of school trips or activities hosted by AISE should be handled exclusively by the Business Office, including students' contributions, registration fees from participating schools, negotiations and payment of air fares, bus transportation, hotel bills, catering, etc. Teachers and students should not be involved in collecting funds, negotiating agreements and making financial arrangements.

In addition, a minimum of forty-five days prior to a school trip or hosting an athletic or cultural activity, the school Principal will submit to the School Director for approval a comprehensive schedule of the trip or the hosted activity. The schedule should include: purpose of the trip in one or two paragraphs, activities to take place before, during and after the trip/activity, departure and arrival time, participating schools, activities schedule, entertainment, visits to different sites, time of shopping, evening hours, schedule, and curfew time.

Within two days following the day the activity was held or the return of participants from a school trip, the Head Sponsor will submit a Report to the Principal either written or verbal about the results and activities of the trip.

3.705 Child Abuse Policy

All school employees are required to report any and all suspected cases of child abuse to the respective school Principal. Child abuse incidents are to be reported immediately from the time that one becomes aware of a child abuse situation.

3.706 IT Acceptable Use Policy for Staff and Students

Internet access is available to students and teachers at The American International School in Egypt. We are very pleased to bring this access to our school and believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal for providing this service to teachers and students is to promote educational excellence in our school by facilitating resource sharing, innovation and communication.

Students and teachers have access to:

- Electronic mail.
- Information and news from educational sites.
- Public domain software and shareware of all types.
- Discussion groups on a plethora of topics ranging from multicultural, to the environment, to music, to politics.
- Many university library catalogues, the United States Library of Congress and ERIC (Educational Resources Information Center) and countless other valuable sites.

Purpose of Access to the Network

Stakeholders are granted access to the network to support learning through access to information.

Privilege

Accessing the Internet through school equipment is a privilege, not a right, and inappropriate use, including violation of this rule may result in cancellation of the privilege. School administrators are delegated the authority to determine appropriate and acceptable use as provided under this rule. Permission to access the Internet through the school network as a tool for learning will be automatic.

Monitoring

Administration reserves the right to review any material on user accounts for purposes of maintaining adequate fileserver space and monitoring appropriateness of material accessed through the network.

Security

Notify the network manager of any suspected policy breach. No user may utilize another users account for any reason. This includes, but is not limited to, the uploading or creation of computer viruses and the attempt to destroy, harm or modify data of another user.

Harassment

Harassment (Cyber Bullying) when utilizing the Internet, including social media, will result in the elimination of computer access as well as additional discipline up to and including expulsion. Cyber Bullying is defined as the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Inappropriate Material

If inappropriate material is discovered, the staff member or student should inform their supervisor or teacher so the situation can be resolved.

Vandalism and/or Accidental Damage

If equipment is accidentally damaged during school use by faculty or students, it is understood that AISE will bear the cost of replacement. However, if equipment is damaged by students due to misbehavior or by faculty during personal time off campus the individual or student is responsible for the cost of damage/replacement.

Technical Damage

In case of technical damage, i.e., damage not caused by the individual, please notify the teacher, supervisor or Principal as soon as possible so repairs can take place. AISE will bear the cost of repairs.

Disciplinary Actions for Improper Use

The act of accessing the Internet through the school's network signifies that the user will abide by the provisions of this rule.

- Inappropriate use by students leads to loss of privilege, suspension and expulsion.
- Inappropriate use by staff will be handled by their supervisor and will be appropriate to the offense up to and including dismissal. In addition, staff members should never share inappropriate materials through any medium, this includes inappropriate material found on social media.

AISE Website

It is the commitment of AISE to maintain a permanent, constantly updated website to include all facets of the school operation. In addition to the basic features, the website will include the following:

- An interactive segment that will present the activities schedule, the major events during the school year, and school life in general.

AISE administrators and faculty members are welcome to submit material to be posted online. The following procedures should be followed for submission of material:

- Submit all material to the School Director or his/her designee for approval.
- Material will be subsequently presented to the appointed Web Master.
- All material must be submitted in a proper format. No hard copies will be accepted.
- Photographs and artwork will be of an acceptable format and resolution.

3.707 Fund Raising

AISE students, faculty members, staff members, and parents may not conduct any fund raising activities within the school without the prior approval of the AISE administration. AISE students, faculty members, staff members, and parents may not use the school's name in relation to any fund raising activity without the prior written consent of the Superintendent. AISE students, faculty members, staff members, and parents may not represent the school without the approval of the school administration.

3.708 Language Policy

Introduction/Purpose

Language is the primary tool of communication and learning in an ever-changing world. At AISE we aim to develop international citizens capable of performing within and among diverse cultures. The development of language and literacy is a means to achieving this goal. Therefore, the purpose of this Language Policy is to:

- Affirm the development of language and literacy as a high priority at AISE;
- Ensure curriculum and content are made accessible to language learners;
- Ensure the effective delivery of language instruction across the curriculum;
- Provide a standard by which to measure the effective delivery of language and content instruction.

Belief Statements
At AISE we believe:

- The purpose of language learning at AISE is to facilitate effective communication and the acquisition of academic content and cognitive thinking skills.

Therefore, all language instruction at AISE aims to develop both Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency. (Jim Cummins, Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. Working Papers on Bilingualism, No. 19, 121-129. 1979)

- The linguistic and cultural diversity of our students at AISE is both a resource and a strength as we seek to promote the development of language proficiency.

Therefore, we aim to affirm all of our students' cultural identities and promote mutual respect among students for their unique perspectives and linguistic backgrounds.

- While English is the primary language of instruction at AISE, it is our mission to develop students with multicultural perspectives and international-mindedness who have the skills to contribute to an increasingly globalized society.

Therefore, we promote the development of languages other than English.

- The development of literacy and cognitive thinking skills in a student's mother tongue strongly supports the development of language proficiency and thinking skills in additional languages. (Jim Cummins, Language, Power and Pedagogy; Bilingual Children in the Crossfire, 2000)

Therefore, AISE supports the development of mother tongue at school where possible, and encourages parents to play a vital role in the continued development of their child(s) mother tongue.

- Language is best learned when students are immersed in language-rich environments across the content areas in order to facilitate the development of both socio-cultural and academic proficiency.

Therefore, teachers of language embed language instruction in relevant content and context. Likewise, teachers of content at AISE integrate elements of language into their content instruction. AISE will support teachers to this end and the ELL Department and other qualified personnel will provide resources and professional development to promote language-rich environments.

- Content should be accessible to all students at their individual levels of English proficiency.

Therefore, teachers use appropriate differentiation strategies to meet the needs of their English language learners. AISE will support teachers to this end, and the ELL Department and other qualified personnel will provide resources and ongoing professional development in differentiation strategies for English Language Learners.

- Assessment of content knowledge and higher level thinking for English Language Learners should be authentic and appropriate to each student's individual level of English proficiency.

Therefore, where necessary, teachers will provide alternate means of assessment based on each student's individual level of English proficiency.

Glossary of Terms

Basic Interpersonal Communication Skills. The day-to-day functions in a given language; in comparison to Cognitive/Academic Language Proficiency.

Cognitive Academic Language Proficiency. Language functions that are unique to specific scenarios, often scholarly in nature.

English Language Learner. Any student for whom English is not a mother tongue; requiring varying degrees of language support.

Mother Tongue. Typically the first language a child speaks and understands, and that is spoken at home. This language also forms one's socio-cultural identity, how they identify themselves in the world around them.

Language Specific Guidelines

1. English

English is the primary language of instruction at AISE. We recognize that language instruction is the responsibility of all English-speaking faculty and staff in the school setting. Through our teaching, English becomes contextualized, purposeful, and relevant. Our focus on English helps our students to become better communicators within a diverse and changing world.

2. English Language Learners

All students are required to practice English in the classroom and are encouraged to do so in recreational and organized activities during and after the school day.

For students identified as needing English language support, referred to as English Language Learners (ELL), specialist teachers are hired to work with them in a program that provides support for their successful participation in mainstream classes.

Educational Approach

The *English Language Learners (ELL)* program at AISE supports non-native English speakers as they acquire and refine the language skills necessary for academic success. We provide our students with supported inclusion in the content areas as well as content - based language instruction in sheltered ELL classes. ELL specialists and mainstream teachers work together to ensure that students develop the language and understand the content of the classroom, as well as participate in the classroom activities.

3. Arabic/Arabic as a Foreign Language

Arabic and Arabic as a Foreign Language (AFL) are offered starting in Pre-K. Ministry of Education requirements, citizenship and student screening are factors in determining if a student will take Arabic or AFL classes. The Arabic program at AISE from grade one to twelve conforms to the Ministry of Education requirements. AFL classes are offered for students with no previous Arabic or little previous Arabic language background.

In grades eleven/twelve, students may take Arabic in the International Baccalaureate program at the *Ab initio*, Language B and Language A level classes. Placement tests have been developed to help guide placement in IB Arabic courses. The IB Arabic A program demands the use of classical and Modern Standard Arabic in oral and written communication, including extensive literary analysis.

To the extent possible, the Ministry of Education Arabic curriculum will be aligned with the AISE English and social studies curricula so that common topics and issues are reinforced in both languages. Likewise, Arabic, English and Social Studies teachers will collaborate to implement common approaches to teaching topics, themes and concepts that are included in both programs.

4. Modern Foreign Languages

Modern Foreign Languages are formally introduced when a child begins middle school, where they have the option to study French or Spanish.

In high school, the study of French or Spanish continues with both beginner and intermediate courses. Students may enroll in French or Spanish courses whether they are following an IB track or not.

Role of Stakeholders

Role of School Director

- Use English as the primary language of communication with all staff.
- Ensure that policies and procedures regarding language acquisition are developed, implemented, and regularly reviewed.
- Provide funding, facilities, leadership, and resources for the successful implementation of the Language Policy.
- Hold administrators accountable for effectively implementing the Language Policy.
- Attract and retain highly qualified and experienced administrators and teachers.
- Ensure the planning, delivery, and evaluation of effective professional development meets the unique requirements of the AISE faculty in relation to the Language Policy.
- Communicate with parents regarding the school's language program.

Role of Administrators

- Use English as the primary language of communication with all staff.
- Provide academic leadership for the school.
- Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts.
- Support teachers in their delivery of instruction.
- Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
- Promote a professional development model that enables collaboration concerning curriculum, instructional techniques, assessments and student progress.
- Observe teachers and provide constructive feed-forward, materials, planning time, and staff development opportunities.
- Promote bilingual communication with parents concerning student language development and provide translators when needed.
- Promote a co-curricular program that encourages the use and development of English.
- Communicate with parents regarding the school's language program.

Role of ELL Specialists

- Use English as the primary language of communication.
- Work with administrators and faculty to enhance the language program across the curriculum.
- Support professional development in the practices of language across the curriculum and provide training sessions for faculty and parents.
- Nurture the articulation of thematically integrated, language program curricula.
- Promote effective language teaching and assessment practices.
- Communicate with parents regarding language issues and the school's language program.
- Represent the school's language program to other schools and educational organizations through various means such as online guides or ELL program manual.

Role of Faculty

- Use English as the primary language of instruction (except for Modern Languages and Arabic) and social interaction in and out of the classroom.
- Acquire a professional knowledge base in second language acquisition processes, students' developmental language behaviors, and familiarity with students' language learning cognitive styles.
- Integrate language instruction with content instruction.
- Make high-level academic content instructionally comprehensible using learning strategies.
- Create classroom environments that provide opportunities for students to listen, read, speak and write through interactive activities in the content areas.
- Support and encourage language self-assessment.
- Use a variety of balanced assessment strategies to give students ongoing feedback on their linguistic and cognitive development.
- Communicate with parents regarding language issues and the school's language program.
- Hold high linguistic and academic expectations for all students.
- Build a strong home-school partnership using various means of communication.
- Emulate respect and tolerance for the languages and cultures of all while encouraging development of target language.
- Work collaboratively to develop culturally inclusive and developmentally appropriate curriculum and teaching strategies.
- Integrate appropriate technology that enhances language development.
- Select resources that are linguistically accessible and culturally inclusive.
- Teach language skills for social interaction.

Role of Office Staff

- Use English as the primary language of communication.
- Facilitate communication with parents, visitors, and support staff.
- Facilitate communication with students who are beginning English speakers.

Role of Librarians/Tech Center Staff

- Provide a variety of materials in all mother tongues within the school, especially Arabic, French and Spanish.
- Support the curriculum of all languages taught in the school through the acquisition of materials.

Role of Parents

- Have a positive attitude towards both English and the mother tongue.
- Promote the advantages of learning other languages.
- Maintain mother tongue literacy skills in the home.
- Encourage and support their children's additional language acquisition.
- Communicate with other parents to exchange ideas and reduce isolation.
- Support the expectation that students use English as the language of learning and social interaction on campus.
- Supply multilingual materials in the home.
- Be knowledgeable about language-immersion in order to support the schools' efforts.
- Be prepared to make the long-term commitments that success requires.
- Have realistic expectations of their children and AISE.

Role of Students

- Acquire information by listening to oral presentations, interpreting print and graphic material, and observing and recording practical experiences.
- Convey information by telling stories and explaining ideas.
- Think logically through inference, hypothesis, analysis, prediction and evaluation.
- Accomplish practical tasks either individually or by collaborating in small groups.
- Make decisions by identifying alternative, evaluating evident and determining appropriate actions.
- Demonstrate respect for others by using English in social situations as well as in class.
- Develop fluency in English for all forms of communication.
- Have a positive attitude toward English, the mother tongue, and any modern language being learned.

3.80

Academic Achievement

3.801

Homework Policy

Reasonable amounts of academic effort outside the class extends learning and reinforces study skills. Homework activities can promote independent inquiry and can contribute to the pupil's initiative as a learner. Homework should be meaningful to what is being taught but not redundant. Balancing the amount of homework assigned to students within a grade level is important. Students should not be overloaded with homework on any given evening. As a guideline only, elementary students (grades 1-4) may be assigned between thirty minutes to one hour of homework each evening. Students in grades 5-8 should expect 60 to 90 minutes of homework each evening (15 to 20 minutes per core class). High School classes in a university preparatory school are demanding. Many classes (especially in the IB) require regular and wide reading, not just homework assignments. Given that students differ widely in their effectiveness of study and work it is always difficult to state suggested times for homework and related reading and writing. However, it is fair to say that most High School students will have 2 hours of work each day and need also to consider some time on weekends for reading and preparation.

3.802 Semester Examinations

Semester examinations are given during the final week of the first semester and the final week of the second semester. In the high school, semester examinations constitute twenty percent of the semester grade. The semester exam may carry more weight in such courses such as IB courses. Any alteration of the weight of the semester examination should be approved by the Principal and should be clearly explained in the grading policy distributed to students at the beginning of the semester.

Semester grades for Middle School Students (grades 6, 7, 8) are determined by averaging all work completed in the semester.

In the second semester of grade 8, final examinations will be administered to better prepare students for the transition to high school. The second semester grades for grade 8 will consist of:

Semester Average 90%
Semester Exam 10%

3.803 Evaluating and Reporting Student Performance

Grades are reported every nine weeks. At the end of 18 weeks, semester examinations are given for grades nine through twelve and a semester average is determined. Pre-kindergarten through second grade students do not receive letter grades. Narratives reporting strength and weaknesses are submitted each grading period.

3.804 Progress Reports

Midway through the quarter, progress reports are given to students whose work is unsatisfactory (D or F) and to those who are working below their ability level. Communication with parents about student performance is encouraged. Progress reports (positive or negative) may be sent out at any time during the quarter. Teachers are encouraged to provide positive reinforcement to students who have shown considerable improvement or whose performance is considered exceptional.

A progress report must be on file for all students who receive failing grades. Progress reports must be signed by a parent and returned to the teacher within seven days. If a student's grade falls below a "C" after Progress Reports have been issued then a parent contact should be made and documented.

3.805 Daily Reports

Schools will submit a report to the School Director, which will include student and staff absences as well as any major discipline or medical issues.

3.806 Grading System

Teachers are requested to use percentages when determining averages. Percentages should be converted to the appropriate letter grade for reporting to parents.

The school year is divided into two semesters. Each semester consists of 18 instructional weeks. Each semester is further divided into two nine-week progress reporting terms. At the close of each nine-week term, students receive a report card. Absences, if any, are recorded on the report card that reflects the period attendance. A semester report card is issued at the end of 18 weeks.

For high school students in grades 9-12, the progress reporting term grades, final test scores, and the semester grades are reported for each class. The semester grade determines whether a student earns credit for a class.

For Middle School students in grades 6-8, the semester report card indicates only term grades and the semester grades.

A grade check is also conducted approximately every four and one half weeks into each term. If a student is receiving a "D" or "F" in any class, he/she will receive a progress report and will be instructed to share this information with his/her parents. Since the progress reports are issued to students, the students are required to sign for them and required to have parents sign before returning them to school. If a student is in danger of failing, teachers will communicate this with parents through a conference, phone-call or email.

Students who are enrolled in the American Diploma and International Baccalaureate curricula are issued grades that are calculated using percentages and then converted to letter grades based on the following scales:

GRADES	IB	Standard Diploma
3 - 12		
A+	98-100	98-100
A	88-97	93 - 97
A-	85-87	90 - 92
B+	82-84	88 - 89
B	78-81	83 - 87
B-	75-77	80 - 82
C+	72-74	78 - 79
C	68-71	73 - 77
C-	65-67	70 - 72
D+	63-64	68 - 69
D	61-62	63 - 67
D-	55	60 - 62
F	Below 55	Below 60
I	Incomplete	

3.807 Incomplete Grades

A student who, for a valid reason, has not completed the required work for a course at the end of the grading period (quarter) or at the end of the semester should be given an incomplete ("I") as a grade. An "I" should not be given without the approval of the administration. Any student receiving an "I" has two weeks to complete the requirements for a course. After that time, the "I" will become an "F" on the report card and will be averaged as such if a grade is not reported.

3.808 Attendance Requirement for Grades

To receive a grade for the nine-week period, a student must have been in attendance at least five weeks of the grading period. Should the attendance period be less than five weeks and no grades are available from attendance at another school, the student will receive a "NG", (no grade) for the marking period.

Presence in class provides the students with learning experiences that cannot be replaced with notes from fellow classmates or reading the textbook. Attendance is an important part of the whole learning experience. Students at AISE are expected to be regular in attendance as well as to arrive on time to classes.

- Students are expected to ask the class teacher for work that needs to be made up. Students will have one class day for each absence day to complete the make up work. Arrangements to make up tests and other in-class work must be made with the class teacher.
- Students should not plan to leave school for medical appointments, early travel plans etc. Make your plans to have appointments and travel outside of school hours.
- Students who are participating in a school sponsored event or activity are expected to be in attendance the day of the event or activity.
- Student absences due to participation in school sponsored activities or events will not be counted as class absences.

3.809 Class Work

All class work, homework, short quizzes, special projects, tests and examinations evaluated by the teacher must be returned promptly to the students. All grades must be recorded in the teacher's official grade book.

3.810 Behavior and Grades

A student's grade may not be altered because of good or bad behavior. Grades are strictly to reflect the student's academic achievement.

3.811 Course Repeats and Averaging Two Semester Grades for Middle School

If a student fails the first semester of a core subject course the student must earn a grade percentage high enough during the second semester of that course, that when both semester grades are added together and divided by two, the overall percentage is 60% or higher.

3.812 Academic Honesty Policy

AISE is committed to offering students a safe and positive environment in which to learn. In turn, teachers at AISE expect students to offer their best independent work. We believe in our students' ability to complete their work individually and expect that each will do his/her individual best without resorting to plagiarism, cheating or any other academic misconduct. To help avoid plagiarism and cheating it is important that both teachers and parents put emphasis on this issue. AISE uses a software program called Turnitin.com which checks students' work for plagiarism. Please find below definitions of plagiarism and cheating as well as the school's expectations.

Definitions:

- Plagiarism describes a situation where a student uses words or ideas from someone else without giving that other person credit.
- Cheating describes a situation where a student submits work that is not entirely his/her own individual work.
- Collusion describes working on an assignment with other students and then submitting very similar individual works, or allowing another student to use one's work and/or data and submitting it as their own.

Teachers and parents will promote these expectations in school and at home:

- Students will do assigned work individually.
- Students will answer tests and quizzes without communicating with other students and without using any notes or other aids unless approved by the teacher.
- Students will properly cite any research taken from the Internet or other publications.

Examples of plagiarism and cheating are included but not limited to the following:

- Using words found on the Internet or in a book or other publication without placing the words in quotes and giving credit to the original author.
- Using ideas found on the Internet or in a book or other publication without giving credit to the original author.
- Copying in part or in whole another student's homework or assignment.
- Giving homework or an assignment to another student to copy.
- Receiving or passing information during an exam, test or quiz.
- Using unapproved notes or other aids during an exam test or quiz.

Consequence of Plagiarism

Any form of plagiarism is considered an Honor Code Violation. Kindly refer to the Parent and Student Handbook for a detailed explanation of the AISE Honor Code. Please note that successive Honor Code violations may result in expulsion from AISE. Students will receive a zero on the plagiarized assessment and/or assignment.

3.813 Honor Roll and Class Rank

Scholarship is recognized and encouraged through an academic Honor Roll. The Honor Roll is compiled at the close of each semester by using each student's grade point average (GPA). The GPA is calculated by dividing the number of quality points (i.e., A=4, B=3, C=2, D=1) by the number of courses being taken. High Honors consists of students with a GPA of 3.7 - 4.0 with no grades lower than a "B". Honors consist of students with a GPA of 3.3 - 3.69 and no grade lower than a "C".

Only grades earned at AISE schools are used in determining the GPA and Class Rank. These schools include AIS-Egypt, AIS-Cyprus, UAS-Dubai, and AIS-Abu Dhabi. A student must have been enrolled for two semesters before being ranked, not counting the last semester before graduation. In order to qualify for being Valedictorian or Salutatorian, a student must have completed a minimum of three semesters, not counting the final semester before graduation. All seniors who have a 3.3 cumulative GPA will graduate with Honors. The GPA at the conclusion of the seventh semester of high school will determine these honors.

3.814 Requirements for Graduation Main Campus

Four years (eight semesters) of high school attendance are required with 26 earned credits in grades 9-12. One credit is awarded for completion of a full year course that meets daily. The 26 credits must be earned as follows:

English	5 credits	Freshman English Sophomore English Junior English Senior English ESW
Mathematics	4 credits	Must include Algebra and Geometry
Science	4 credits	Must include Biology and a Physical Science
Social Studies	4 credits	Must include World History 9 and 10 and American History or Modern Egyptian Culture
Foreign Language	4 credits	A language other than English at least 2 years of which must be the same language
Physical Education	1 credit	
Arts	1 credit	Visual or Performing
Electives	5 credits	Must include the requirements for graduation

To graduate, a student must complete 26 credits and log 25 hours of community involvement hours.

Grade classification depends on the number of credits earned. Six credits are required to be classified as a sophomore (10th grade). Twelve credits are required to be a junior (11th grade), and nineteen credits are needed to become a senior (12th grade).

Students entering the IB program will be individually scheduled and subject to IB graduation requirements.

If there is a possibility of attending a university in an Arab country (including Egypt), students are advised to take 4 years of high school Arabic.

Requirements for Graduation West Campus

Four years (eight semesters) of high school attendance are required with 26 earned credits in grades 9-12. One credit is awarded for completion of a full year course that meets daily. The 26 credits must be earned as follows:

English	4 credits	Freshman English Sophomore English Junior English Senior English
Mathematics	4 credits	Must include Algebra and Geometry
Science	4 credits	Must include Biology and a Physical Science
Social Studies	4 credits	Must include World History
Foreign Language	4 credits	A language other than English at least 2 years of which must be the same language
Physical Education	1 credit	
Arts	1 credit	Visual or Performing
Electives	4 credits	Must include the requirements for graduation

To graduate, a student must complete 26 credits.

Grade classification depends on the number of credits earned. Six credits are required to be classified as a sophomore (10th grade). Twelve credits are required to be a junior (11th grade), and nineteen credits are needed to become a senior (12th grade).

Students entering the IB program will be individually scheduled and subject to IB graduation requirements.

If there is a possibility of attending a university in an Arab country (including Egypt), students are advised to take 4 years of high school Arabic.

3.815 Administrative Regulations Regarding Regular High School Program Waiver For The IB Diploma Program

Credits must total 26 or more in order to receive either the IB or American diploma. The total credit requirement is not waived.

It is recognized that when a student enrolled in the full IB program encounters a conflict between IB requirements and American diploma requirements, IB takes precedence. In that case, it may be necessary to waive the American diploma requirement. Students who take the full IB diploma program and run into academic difficulty are not required to take courses that were waived from the regular American diploma program.

If, however, a full IB diploma candidate subsequently drops out of the program either at the end of the junior or senior year, the waivers are cancelled and the American diploma requirements apply. During senior year, the student will be scheduled to complete the waived courses and all AISE graduation requirements. All decisions regarding graduation requirements and waivers must be made with the permission of the High School Principal in collaboration with the School Director.

4.00 STUDENT SERVICES

4.10 Admissions Policy

The American International School in Egypt accepts students who wish to be successful in a college placement program.

Students applying for admission are considered on an individual basis. Admissions will be finalized after evaluation of previous school records, completion of school admissions examinations, and a personal interview with the Admissions Director or his/her designee.

All students admitted to the American International School in Egypt must live with parents or an authorized adult guardian. When a student does not live with a parent, the School Director or his designee must interview and approve in writing the adult guardian.

- New students applying for enrollment at the AISE Main Campus will submit the following documents to the Registrar's office:
 - A completed application form.

- Three passport size recent photos.
- An original electronic birth certificate (for Egyptians only).
- A copy of the student's passport.
- Original academic end of year reports for the previous two years.
- Official transcripts of high school courses and credits.
- A letter of good conduct from the student's current school.
- A letter from the current school for transfers in Egypt.
- A certificate of completion for Arabic or exemption.
- Once the files are completed, students will be assigned the day and time when they will be given a test on reading, writing, grammar, and mathematics. Students transferring from an accredited American school and whose records are in good standing, may be exempted from the test. AISE does not accept transfer credits for grades below C, unless approved by the School Director.
- Following notification of acceptance and to reserve a seat, the enrollment fee must be paid within seven business days.
- In case students meet the admission requirements but there are currently no places available at their grade level, they will be placed on a waiting list in chronological order according to date of enrollment fee payment.
- New students applying for enrollment at the AISE West Campus will submit the following documents to the Registrar's office:
 - Letter from Embassy (Format Available with the Student Affairs Office).
 - Original and copy of the parents' passport with the arrival stamp.
 - Original and copy of the student's passport with the arrival stamp.
 - The last School Report and related documents attested and stamped by the Egyptian Embassy in the country where the student is coming from.
 - The original electronic Birth Certificate of the student.
 - 8 passport photos for the student.
 - Copy of Residence Visa.
 - Security Approval (Student Affairs will explain further).
 - 15 Egyptian Pounds for Official Stamps.
- Ministry of Education Required Documents for Egyptian Student Transferred from Abroad for AISE West Campus.
 - Original and copy of the parents' passport with the arrival stamp.
 - Original and copy of the student's passport with the arrival stamp.
 - The last School Report and related documents attested and stamped by the Egyptian Embassy in the country where the student is coming from.
 - The original electronic Birth Certificate of the student.
 - 8 passport photos of the student.
 - 15 Egyptian Pounds for Official Stamps.
- Ministry of Education Required Documents for Egyptian Student Transferred from a School Based in Egypt for AISE West Campus.
 - 4 copies of Transfer Papers signed and certified by both schools (AISE West and most recent school), stamped by the official seal from the Educational Administration Department offices linked to both schools.
 - If the transfer is from a different governorate to another, transfer papers to be certified by Educational Directorate in both governorates.
 - Original academic End of Year Report Cards for the previous and current years from the previous school attested by the Educational Administration Department.
 - Electronic Transfer Application Form on the Ministry of Education website for transferred students; signed and stamped by the previous school.
 - The original electronic Birth Certificate of the student.
 - 8 passport photos of the student.
 - 15 Egyptian Pounds for Official Stamps.

4.101 Age Requirements for Admission

- Students must be three years old before December 31 to enter PreK.
- Students must be four years old before December 31 to enter KG 1.
- Students must be five years old before December 31 to enter KG 2.
- Students must be six years old before December 31 to enter grade one.

4.102 Transcripts and Transfer Credits

- A transcript of records from the previous school is required for students entering above grade one.
- One transfer credit is given for the successful completion (passing) of a yearlong course that meets five days a week or the equivalent in case of a rotating schedule. One half a transfer credit is given for the successful completion of a semester course of a yearlong course that meets 2 or 3 days a week.
- Students enrolling from Egyptian schools cannot be considered for placement beyond grade ten.
- English as a Second Language is not offered in grades 9-12; therefore, students entering those grades must be literate in English.

4.103 Enrollment Fee

- New Students must pay a non-refundable enrollment fee before they can attend classes.

4.104 Transfer of Students Between AISE Campuses

- AISE students are eligible to transfer from one AISE campus to another at the end of the school year, provided that they are in good standing and eligible to reenroll at their current campus for the next grade

level for the following school year. Transfers during the school year are only permitted if they are warranted by exceptional circumstances.

4.20 Student Attendance

4.201 Attendance Policy

Daily, regular attendance is essential at the school because classes are based on active classroom learning. Students must be present to participate in interactive and investigative activities, otherwise, they will not receive full benefits from the program. Teachers, counselors, administrators, and parents should work together to ensure that students miss as little school as possible.

Families are encouraged to seriously consider this philosophy when scheduling family vacations and sports activities not connected to the school.

In the event a student must leave during the school day, a written request must be given to the Principal's Office indicating the time and reason that the student needs to leave school. The school secretary will verify the note via a telephone call to the parent/guardian. After verification, the student may sign out at the front desk and leave the campus.

For students in grades 1-12, an absence limit for credit has been set. Any student who exceeds the limit of (15 for high school)(20 for elementary and middle school) in any class that meets daily will not be eligible for credit in that class. In order to be counted present in a class, a student must be in attendance 80% of the class period, unless he/she is excused by the administration, counselor, or another teacher.

Tardiness to class will be evaluated by the individual classroom teacher. It is the student's responsibility to be to class on time.

4.202 Tardiness

Tardiness to school disrupts the instructional process and limits classroom learning activities and is therefore considered a serious violation of school policies. Tardiness procedures and consequences will be published in the student handbooks.

4.30 Dress Code

4.301 School Uniform

The required school uniform consists of navy blue trousers/skirt or shorts and the official AISE shirt. The authorized PE uniform may be worn only during physical education instruction. Shorts, when authorized, must be loose to the knee. An AISE sweater may be worn during cold weather. No jeans/warm up pants or pants with zippers on the legs will be permitted at any time. No hats are to be worn.

4.40 Student Conduct and Discipline

4.401 AISE Discipline Philosophy

It is the belief of the American International School in Egypt (AISE) that all students can learn when provided with appropriate instruction and an environment that is safe and orderly. To create such an educational setting requires a comprehensive program of instruction, written and consistently enforced standards of discipline, and the cooperative efforts of students, parents/guardians, school staff and the community.

In order to develop and maintain a positive educational setting, discipline standards should balance the need for discretionary authority and should offer alternatives. At AISE the student code of conduct is based on the following beliefs:

- Discipline is a natural element of educational and personal development.
- Discipline should be viewed as a means of encouraging good behavior and not merely a reaction to inappropriate behavior.
- Discipline should involve consideration for individual circumstances as well as for the rights and welfare of the entire school population.
- The student conduct code should lead to a clear understanding of behavioral expectations and consequences for unacceptable behavior.
- The school strives to achieve a balance between the rights of students and the need for order and safety.

4.402 Use of Cell Phones

AISE encourages the use of technology including cell phones. The use of cell phones is strictly at the discretion of the teacher and to compliment the learning activities. Inappropriate use of cell phones or cell phones not placed on silent mode is forbidden.

4.403 Smoking

Smoking or use of tobacco is not permitted in any part of the school buildings or on school grounds.

4.404 Weapons

No weapons (or items that look like weapons) may be brought to school, nor may they be present on school busses or at off-campus school-sponsored activities.

If it is determined after investigation by the administration that the student was in possession of a weapon the student shall be expelled from the school.

4.405 Courtesy and Respect

Mutual courtesy and respect between students, as well as respect for AISE faculty and staff is expected. Students may not use language that is offensive or disrespectful to others. Fighting of any kind is not allowed.

4.406 Alcohol Abuse

Students are not allowed to possess, buy, sell, or give away alcoholic beverages on campus or during school-sponsored activities. Any student who violates this policy shall be immediately suspended.

If it is determined after investigation by the administration that the student was under the influence or was in possession of alcoholic beverages, the student is subject to expulsion from school.

4.407 Drug Abuse

The use or possession of controlled substances, including narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or any other dangerous or illegal drug, is strictly forbidden. This includes the possession, use or abuse of prescription drugs for anything other than their intended purpose by the individual for whom they are prescribed. Students are not allowed to possess, buy, sell or give away these drugs on campus, in its immediate environs, or during school-sponsored activities. Any student who violates this policy shall be immediately suspended.

If it is determined after investigation by the administration that the student was using or was under the influence of, or was in possession of dangerous drugs the student shall be expelled from the school.

4.408 Discipline

Students are expected to conduct themselves in an appropriate manner. Incidents of misbehavior or discourteous attitude are reported to the Principal. If a student breaks a rule or develops a pattern of poor behavior, parents will be contacted. Repeated or serious misbehavior can result in suspension or expulsion.

A suspension may be in school or out of school. In either case, parents will be informed. If in school, the student will sit in a designated room and not be permitted to attend classes. An out of school suspension will be from one to ten days, depending upon the seriousness of the offense and the student's previous discipline record. During an out of school suspension, the student may not be on school property, cannot participate in any school activity and should be under the direct supervision of his/her parent(s).

4.409 Corporal Punishment

Self-discipline is a basic goal of education at the school, and all corrective measures should lead toward that goal. Corporal punishment is not permitted.

4.50 Student Services

4.501 Health Services

A Medical Doctor who is trained and experienced in handling student health problems will be on duty during regular school hours. Regulations and procedures for reporting and caring for illness while at school, for accidents and for health and safety studies will be organized by the school Leadership Team.

4.502 Vaccinations and Immunizations

At the time of registration, parents must show evidence that the child has had such vaccinations and immunizations as polio, measles, mumps, rubella and DPT and other immunizations as deemed appropriate.

4.503 Physical Examinations and Physical Education

The school expects that all students have had a recent medical examination and are approved by their doctors to participate in physical education activities. When requested, the doctor's report must be submitted.

4.504 Guidance and Counseling

In the course of everyday interactions between students and staff at AISE, personal and academic counseling is the shared responsibility of the classroom teacher, homeroom teacher or advisor, and the administration, working collaboratively with a team of qualified guidance and personal counselors.

AISE provides qualified counselors at every level of the school to enhance personal and academic achievement and development. At the high school level, the counselors help with selection of classes, testing information for the PSAT, SAT, ACT, career selection, scholarships, graduation, information about college entrance, letters of recommendation, personal problems, and curriculum information. At the other school

levels, the goal of the counseling program is to assist students in their emotional, social and academic growth, working closely with families in an effort to encourage children to reach their maximum potential.



APPENDIX 1

Job Descriptions

School Director

The role of Director of each of the two AISE Campuses is described in the Esol Education Head of School Role Description, as supplemented by the AISE Board of Directors for the specific needs and goals of the respective AISE campuses. The AISE Board of Directors shall be responsible for appointing the Director of each of AISE's campuses, for appraising the Director's performance according to the terms of the Esol Education Administrator Appraisal Policy and Procedure, and for making all decisions regarding the terms of the Director's employment, or any other decision regarding the Director's employment.



EARLY CHILDHOOD CENTER PRINCIPAL

The ECC Principal reports to the School Director and is responsible for instructional leadership, curriculum development and professional development in the ECC. The ECC Principal is responsible for establishing a professional working environment that enables continuous improvement and is characterized by professional practice that is consistent with Esol Education policy and the mission of AISE.

The ECC Principal is responsible for the management of the physical resources of the ECC, the personnel resources, and the general administration of the school. The ECC Principal will recommend to the Director staffing changes that are deemed necessary to enable the school to achieve its mission and purpose. As needed, the ECC Principal will be directly involved in hiring support staff and faculty and termination of contracts of support staff and faculty who do not fulfill the obligations of his/her contracts.

The ECC Principal is expected to be familiar with the policies and regulations of the school, and will establish regulations for the ECC to ensure their consistent implementation. In the event that any policy or regulation appears inadvisable or is inoperative, this should be reported to the Director. The ECC Principal has the authority to establish special regulations for the ECC, provided such special regulations are approved by the Director and are consistent with the policies and regulations of Esol Education.

The ECC Principal shall:

- Collaborate with the School Director in the selection and hiring of instructional personnel and support-staff for the ECC.
- Organize and administer the faculty and support staff within the policies of the school, to best achieve the goals and objectives of the school.
- Assign staff to classes and duties.
- Plan and implement the schedule of classes.
- Monitor the attendance and workload of faculty and support staff.
- Ensure the general supervision and performance of duties.
- Arrange faculty meetings and develop an agenda consistent with curriculum development and professional development initiatives approved by the School Director.
- Arrange for the substitution of absent teachers and support staff as needed.
- Develop the ECC faculty manual and ensure that faculty and support staff are familiar with their professional obligations.
- Observe and evaluate the teachers, and support staff and report on their professional competence and performance to the School Director.
- Recommend the replacement or reassignment of support staff and teachers as needed.
- Recommend a short-list of candidates to the School Director for each internally advertised job vacancy.
- Oversee the work of faculty in the development of new curriculum materials, the implementation of the curriculum and the distribution of information about the ECC program of studies to the parent community.
- Work closely with the ECC staff to modify all existing curriculum materials to comply with the curriculum frameworks.
- Ensure that teachers adapt their pedagogy and learning activities to conform to the inquiry-based teaching and learning expected at AISE.
- Prepare articles for faculty and parents that describe the way in which the ECC program and resources are being continuously improved.
- Plan and prepare parent-teacher meetings and conferences.
- Be actively involved in faculty and community events in the AISE community.
- Be responsive to the concerns of parents, faculty, and support staff and include the people most knowledgeable about particular concerns/issues in seeking solutions to problems.
- Work closely with the staff to ensure that buildings and grounds are properly maintained, and that student and staff safety and security are given appropriate attention.
- Propose facility changes to the Director that may improve program support in the ECC.
- Ensure that the Director is kept fully informed about facility use after hours.
- Collaborate with the other School Principals on all matters pertaining to the divisions of the school.
- Prepare and administer the educational resources, in-service/professional development and student activities budgets pertaining to the ECC.
- Manage the current annual budget approved by Esol Education for the ECC in a frugal and prudent manner so that costs are restricted while at the same time allowing for continuous improvement in the program of instruction.
- Develop a budget recommendation for each academic year for approval by the School Director.
- Propose staffing and resource changes to the School Director that are consistent with qualitative improvement in the instructional program.
- Coordinate the ECC budget requests with those of the other schools where this is appropriate.
- Ensure that when shaping educational decisions, that correlated fiscal considerations are taken into account and presented to the School Director.
- Plan and implement an orientation program and induction program for all new ECC staff.
- The School Director may assign additional duties and responsibilities to the ECC Principal.
- In collaboration with the Elementary Principal ensure that the PreK to Grade 5 curriculum conforms to the inquiry-based curriculum and assessment requirements of AISE.
- In collaboration with the other Principals and School Director develop and publish a school calendar which features school-wide events and activities.
- Develop benchmark assessment modules for all students across all subjects, so that there is in place a comprehensive set of assessment indicators to evaluate student learning and predict success in subsequent learning in the secondary school.

- Plan a Back-to-School-Evening for parents in the Fall Term that enables students and parents to meet with teachers to hear brief presentations about the program of inquiry, resources/references, homework obligations and assessment criteria and grading practices.
- Plan and organize at least two parent teacher conferences per year for reporting directly information about individual student progress.
- Implement the acceptance and withdrawal policy for students.
- Assign accepted students to a grade level and courses of study consistent with aptitude, ability and aspirations for further study.
- Ensure that classroom teachers maintain accurate records of student attendance and performance.
- Ensure that when students are withdrawn, procedures are appropriately followed before the release of student records/transcripts.
- Oversee the preparation and distribution of report cards.
- Ensure that reports clearly show how students may modify their study habits to improve learning in different subjects.
- Encourage and coordinate co-curricular and extra-curricular trips, activities and assemblies to enrich student learning and generally promote the development of a sense of responsibility and community spirit.
- Publish articles for the AISE school community that describe developments in the ECC including student activities.
- Publish articles for international educational magazines to enhance the AISE profile among other international schools.
- As needed, plan and implement disciplinary procedures to modify student behavior.
- Other duties as assigned by the School Director.



Elementary School Principal

The Elementary Principal reports to the Director and is responsible for instructional leadership, curriculum development and professional development in the Elementary School. The Elementary Principal is responsible for establishing a professional working environment that enables continuous improvement and is characterized by professional practice that is consistent with Esol Education policy and the mission of the school.

The Elementary Principal is responsible for the management of the physical resources of the Elementary School, the personnel resources, and the general administration of the school. The Elementary Principal will recommend to the School Director staffing changes that are deemed necessary to enable the school to achieve its mission and purpose. As needed, the Elementary Principal will be directly involved in hiring support staff and faculty and termination of contracts of support staff and faculty who do not fulfill the obligations of his/her contracts.

The Elementary Principal is expected to be familiar with the policies and regulations of the school, and will establish regulations for the Elementary School to ensure their consistent implementation. In the event that any policy or regulation appears inadvisable or is inoperative, this should be reported to the School Director. The Elementary Principal has the authority to establish special regulations for the Elementary School, provided such special regulations are approved by the School Director and are consistent with the policies and regulations of Esol Education.

The Elementary Principal shall:

- Collaborate with the School Director in the selection and hiring of instructional personnel and support-staff for the Elementary School.
- Organize and administer the faculty and support staff within the policies of the school, to best achieve the goals and objectives of the school.
- Assign staff to classes and duties.
- Plan and implement the schedule of classes.
- Monitor the attendance and workload of faculty and support staff.
- Ensure the general supervision and performance of duties.
- Arrange faculty meetings and develop an agenda consistent with curriculum development and professional development initiatives approved by the School Director.
- Arrange for the substitution of absent teachers and support staff as needed.
- Develop the Elementary School faculty manual and ensure that faculty and support staff is familiar with their professional obligations.
- Observe and evaluate the Assistant Principals, teachers, and support staff and report on their professional competence and performance.
- Inform the School Director of any concerns about the professional competence of faculty and support staff in the Elementary School.
- Recommend the replacement or reassignment of support staff and teachers as needed.
- Recommend a short-list of candidates to the School Director for each internally advertised job vacancy.
- Oversee the work of faculty in the development of new curriculum materials, the implementation of the curriculum and the distribution of information about the Elementary School program of studies to the parent community.
- Work closely with the Assistant Principal and Elementary staff to modify all existing curriculum materials to comply with the curriculum frameworks.
- Ensure that teachers adapt their pedagogy and learning activities to conform to the inquiry-based teaching and learning expected at AISE.
- Prepare articles and commentaries for faculty and parents that describe the way in which the Elementary School program and resources are being continuously improved.
- Plan and prepare parent-teacher meetings and conferences.
- Be actively involved in faculty and community events in the AISE community.
- Be responsive to the concerns of parents, faculty, and support staff and include the people most knowledgeable about particular concerns in seeking solutions to problems.
- Work closely with the staff to ensure that buildings and grounds are properly maintained, and that student and staff safety and security are given appropriate attention.
- Propose facility changes to the School Director that may improve program support in the Elementary School.
- Ensure that the School Director is kept fully informed about facility use after hours.
- Collaborate with the other School Principals on all matters pertaining to the divisions of the school.
- Prepare and administer the educational resources, in-service/professional development and student activities budgets pertaining to the Elementary School.
- Manage the current annual budget approved by Esol Education for the Elementary School in a frugal and prudent manner so that costs are restricted while at the same time allowing for continuous improvement in the program of instruction.
- Develop a budget recommendation for each academic year for approval by the School Director.
- Propose staffing and resource changes to the School Director that are consistent with qualitative improvement in the instructional program.
- Coordinate the Elementary School budget requests with those of the other schools where this is appropriate.
- Ensure that when shaping educational decisions, that correlated fiscal considerations are taken into account and presented to the School Director.
- Plan and implement an orientation program and induction program for all new Elementary School staff.
- The School Director may assign additional duties and responsibilities to the Elementary Principal.
- In collaboration with the Early Childhood Center Principal ensure that the PreK to Grade 5 curriculum conforms to the inquiry-based curriculum and assessment requirements of AISE.

- In collaboration with the Secondary Principal(s) and School Director develop and publish a school calendar that features school-wide events and activities.
- Develop benchmark assessment modules for all students across all subjects, so that there is in place a comprehensive set of assessment indicators to evaluate student learning and predict success in subsequent learning in the secondary school.
- Plan a Back-to-School-Evening for parents in the Fall Term that enables students and parents to meet with teachers to hear brief presentations about the program of inquiry, resources/references, homework obligations and assessment criteria and grading practices.
- Plan and organize at least two parent teacher conferences per year for reporting directly information about individual student progress.
- Assign accepted students to a grade level and courses of study consistent with aptitude, ability and aspirations for further study.
- Ensure that classroom teachers maintain accurate records of student attendance and performance.
- Ensure that when students are withdrawn, procedures are appropriately followed before the release of student records/transcripts.
- Oversee the preparation and distribution of report cards.
- Ensure that reports clearly show how students may modify their study habits to improve learning in different subjects.
- Encourage and coordinate co-curricular and extra-curricular trips, activities and assemblies to enrich student learning and generally promote the development of a sense of responsibility and community spirit.
- Publish articles for the AISE school community that describe developments in the Elementary School including student activities.
- Publish articles for international educational magazines to enhance the AISE profile among other international schools.
- As needed, plan and implement disciplinary procedures to modify student behavior.

Delegation

The Elementary School Principal may delegate responsibilities to the Assistant Principal(s) as needed and to other staff where the delegated responsibility may demand particular expertise.

Elementary Assistant Principal Job Description

Primary Purpose

Assist the school Principal in overall administration of instructional programs and campus level operations. Coordinate assigned student activities and services.

Major Responsibilities and Duties

Instructional Management

- Participate in development and evaluation of educational/curricular programs including but not limited to Measurement of Academic Progress (MAP).
- Encourage and support development of innovative instructional programs helping teachers pilot such efforts when appropriate including but not limited to Professional Learning Communities.
- Promote the use of technology in teaching/learning process.

School/Organizational Climate

- Promote a positive, caring climate for learning.
- Deal sensitively and fairly with persons from diverse cultural backgrounds.
- Communicate effectively with students and staff.

School/Organizational Improvement

- Participate in the development of campus improvement plans with staff, parents, and community members.
- Help the Principal develop, maintain, and use information systems and records to track progress on student performance objectives and academic excellence indicators.

Personnel Management

- Observe employee performance, record observations, and conduct evaluation conferences. Serve as appraiser for designated teacher appraisal system.
- Assist Principal in interviewing, selecting, and orienting new staff.

Administration and Fiscal/Facilities Management

- Supervise operations in Principal's absence.
- Help plan daily school activities by participating in the development of class schedules, teacher assignments, substitute teacher coverage, and extracurricular activity schedules.
- Supervise reporting and monitoring of student attendance and work with secretary on follow-up.
- Work with teachers to compile annual budget requests based on documented program needs.
- Requisition supplies, textbooks, and equipment; check inventory; maintain records; and verify receipts for materials.
- Assist with safety inspections and safety-drill practice activities.
- Coordinate transportation, custodial, cafeteria, and other support services.
- Comply with Ministry of Education and AISE policy.

Student Management

- Ensure that students are adequately supervised during non-instructional periods including but not limited to bus discipline, developing and monitoring duty schedule assignments, etc.
- Help to develop a student discipline management system that results in positive student behavior.
- Ensure that school rules are uniformly observed and that discipline is appropriate and equitable.
- Conduct conferences on student and school issues with parents, students, and teachers.

Professional Growth and Development

- Participate in professional development to improve skills related to job assignment.

School/Community Relations

- Articulate the school's mission to community and solicit its support in realizing mission.
- Demonstrate awareness of school-community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

Supervisory Responsibilities

- Share supervisory responsibility for professional staff with school Principal. Supervise teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Secondary School Principal (Middle and High School)

The Secondary Principal reports to the School Director and is responsible for instructional leadership, curriculum development and professional development in the Secondary School. The Secondary Principal is responsible for establishing a professional working environment that enables continuous improvement and is characterized by professional practice that is consistent with Esol Education policy and the mission of the school.

The Secondary Principal is responsible for the management of the physical resources of the Secondary School, the personnel resources, and the general administration of the school. The Secondary Principal will recommend to the School Director staffing changes that are deemed necessary to enable the school to achieve its mission and purpose. As needed, the Secondary Principal will be directly involved in hiring support staff and faculty and termination of contracts of support staff and faculty who do not fulfill the obligations of his/her contract.

The Secondary Principal is expected to be familiar with the policies and regulations of the school, and will establish regulations for the Secondary School to ensure their consistent implementation. In the event that any policy or regulation appears inadvisable or is inoperative, this should be reported to the School Director. The Secondary Principal has the authority to establish special regulations for the Secondary School, provided such special regulations are approved by the School Director and are consistent with the policies and regulations of Esol Education.

The Secondary Principal shall:

- Collaborate with the School Director in the selection and hiring of instructional personnel and support staff for the Secondary School.
- Organize and administer the faculty and support staff within the policies of the school, to best achieve the goals and objectives of the school.
- Assign staff to classes and duties.
- Plan and implement the schedule of classes.
- Monitor the attendance and workload of faculty and support staff.
- Ensure the general supervision and performance of duties.
- Arrange faculty meetings and develop an agenda consistent with curriculum development/professional development initiatives approved by the School Director.
- Arrange for the substitution of absent teachers and support staff as needed.
- Develop the relevant Secondary School staff handbook section and ensure that faculty and support staff are familiar with their professional obligations.
- Observe and evaluate teachers and support staff and report on their professional competence.
- Inform the School Director of any concerns about the professional competence of faculty and support staff in the Secondary School.
- Recommend the replacement or reassignment of support staff and teachers as needed.
- Recommend a short-list of candidates to the School Director for each internally advertised job vacancy.
- Oversee the work of faculty in the development of new curriculum materials, the implementation of the curriculum and the distribution of information about the Secondary School program of studies to the parent community.
- Work closely with the IB Diploma Coordinator and Secondary staff to ensure that curriculum materials comply with the curriculum frameworks of the IB Diploma.
- Ensure that teachers adapt their pedagogy and learning activities to conform with the inquiry-based teaching and learning demanded by the IB diploma program.
- Prepare articles for faculty and parents that describe the way in which the Secondary School program and resources are being continuously improved.
- Plan and prepare parent/teacher meetings and conferences.
- Be actively involved in faculty and community events in the AISE community.
- Be responsive to the concerns of parents, faculty, and support staff and include the people most knowledgeable about particular concerns in seeking solutions to problems.
- Work closely with the Leadership Team to ensure that buildings and grounds are properly maintained, and that student and staff safety and security are given appropriate attention.
- Propose facility changes to the School Director that may improve program support in the Secondary School.
- Ensure that the School Director is kept fully informed about facility use after hours.
- Prepare and administer the educational resources, in-service/professional development and student activities budgets pertaining to the Secondary School.
- Manage the current annual budget approved by Esol Education for the Secondary School in a frugal and prudent manner so that costs are restricted while at the same time allowing for continuous improvement in the program of instruction.
- Develop a budget recommendation for each academic year for approval by the School Director.
- Propose staffing and resource changes to the School Director that are consistent with qualitative improvement in the instructional program.
- Coordinate the Secondary School budget with that of the other schools.
- Ensure that when shaping educational decisions, that correlated fiscal considerations are taken into account and presented to the School Director.
- The School Director may assign additional duties and responsibilities to the Secondary Principal.
- In collaboration with the other Principal(s) and the School Director, develop and publish a school calendar that features school-wide events and activities.
- Meet regularly with subject area teams.

- Oversee curriculum development, assist subject area Department Chairs in the implementation of the curriculum and development of course descriptions that accurately reflect course content, correlate texts and references, correlate assessment criteria and pre-requisites for further study.
- Work closely with the IB Diploma Coordinator to ensure that curriculum and assessment changes in the IB Diploma are communicated to teachers, students, and parents in a timely and unambiguous manner.
- Work collaboratively with the subject area coordinators and the IB Diploma Coordinator to develop content and correlated assessment rubrics which conform to the curriculum frameworks of the IB Diploma and simultaneously provide an appropriately balanced and academically rigorous preparation for students in grades 9 and 10 who will study IB diploma in grades 11 and 12.
- Publish articles about curriculum and assessment changes taking place in the Secondary School, and through the College Counselor keep the parent community informed about academic results and university acceptances each year.
- Meet regularly with the Student Council and Student Council Advisors.
- Establish a Back-to-School-Evening for parents in the Fall Term that enables students and parents to meet with teachers to hear brief presentations about course content, resources/references, homework obligations and assessment criteria and grading practices.
- Plan and organize at least two parent/teacher conferences per year for reporting directly to parents information about student progress.
- Develop and implement student-monitoring procedures in collaboration with the Counselor who will collate information, and communicate information for classroom teachers and/or parents, as appropriate.
- Assign accepted students to a grade level and course of study consistent with aptitude, ability and aspirations for further study.
- Ensure that classroom teachers maintain accurate records of student attendance and performance.
- Ensure that when students are withdrawn, procedures are appropriately followed before the release of student records/transcripts.
- In collaboration with the Secondary School faculty, establish and maintain rules of student conduct.
- Deal with discipline referrals as needed. Meet regularly with the Counselor to discuss student academic/behavioral concerns.
- Oversee the preparation and distribution of report cards.
- Ensure that reports clearly show how students may modify their study habits to improve performance in different subjects.
- Encourage and coordinate co-curricular and extra-curricular trips, activities and assemblies to enrich student learning and generally promote the development of a sense of responsibility and community spirit.
- Publish articles for international educational magazines to upgrade the AISE profile among other international schools.

Secondary School Assistant Principal
(Middle and High School)

The Assistant Principal(s) will be responsible for working with the Secondary School Principal on the day-to-day administration of the School. The Assistant Principal(s) will also work with other administrators of the School to ensure the smooth running of the School and to formulate plans and strategies for the School's constant improvement and development. The Assistant Principal(s) will perform all duties associated with his/her position at such times and places as the Director or his authorized representative may direct. The duties and responsibilities of the Assistant Principal(s) will include but not be limited the following.

- Participate in the development and management of educational programs.
- Encourage and support development of innovative instructional programs.
- Lead and monitor the continuing development and implementation of the AISE school goals.
- Assist in the ongoing secondary school curriculum development, mapping and alignment.
- Ensure that students are adequately supervised during non-instructional periods.
- Ensure that school rules are uniformly observed and that student discipline is appropriate.
- Conduct conferences on school issues with students, parents, and teachers.
- Organize, administer and supervise administrative detention for students.
- Plan daily activities by participating in the development and implementation of student class schedules, teaching schedules and room usage schedules.
- Develop and maintain staff supervision schedules.
- Plan and assist in emergency drill activities.
- Promote a positive caring climate for teaching and learning.
- Deal sensitively and fairly with persons from diverse cultural backgrounds.
- Communicate effectively with students and staff.
- Assist administration with staff educational growth plans.
- Conduct staff appraisals according to AISE protocol.



TEACHER

At AISE each teacher is accountable for implementing the AISE Mission Statement and Beliefs every day, namely to produce reflective, responsible, independent and respectful students, who possess strong global citizenship, integrity and an appreciation for lifelong learning.

AISE Teachers Shall:

- Create an environment of respect and rapport, engaging students actively in their own learning.
- Communicate clearly and positively, showing flexibility and responsiveness.
- Address the needs of students with different levels and types of ability.
- Use prescribed curriculum frameworks and address curricular standards.
- Use a range and balance of teaching strategies.
- Utilize developmentally appropriate instructional strategies.
- Use a variety of resources for pursuing open-ended inquiry.
- Build on what students know and their cultural heritage.
- Maintain constant awareness of the needs of second language learners.
- Provide prompt, regular and appropriate feedback to students and parents by maintaining appropriate records for each student.
- Use technology to optimize learning.
- Plan collaboratively, based on agreed curriculum frameworks, standards, and instructional goals.
- Create learning units with the end in mind (backward design).
- Build upon student prior knowledge and experience and accommodating a range of ability levels.
- Plan the use of varied and appropriate resources.
- Maintain accurate records including lesson plans and marks.
- View planning, teaching and assessing as interconnected processes.
- Use a range and balance of assessment strategies and documentation.
- Assess the levels of student's current experience and understanding before embarking on new learning.
- Base assessments on process as well as completion.
- Use assessment to guide instruction.
- Ensure the learner knows what is being assessed and how he/she is being assessed.
- Use a process of moderating each other's assessments.
- Use common assessment vocabulary.
- Balance assessment to include formative and summative assessment.
- Use common summative assessment for commonly taught courses.
- Provide anecdotal, qualitative, and quantitative feedback to students.
- Plan assessments in a timeline that prevents student overload.
- Enable students to see assessment as a means of describing their learning and involve students and colleagues in the assessment process.
- Involve students in shared reflection during and at the end of each unit.
- Make sure students fully understand how their grades are determined.
- Write reports and maintain records of regular parental contact.
- Work collaboratively with colleagues to ensure that the results of assessment provide a link to further curriculum development.
- Providing a safe environment for the students at all times, in and out of the classroom.
- Efficiently carrying out supervision responsibilities.
- Support the moral, social and emotional development of each child in our care.
- Ensure calm and sensible behavior at all times through the application of fair and consistent discipline.
- Demonstrate positive attitudes of tolerance, respect and integrity by example.
- Celebrate multicultural origins and national identities in our community.
- See that equality is observed in our school and not allow gender or social status to intrude.
- Gain insight in students through communication and partnership with families and colleagues.
- Reflect on teaching and create an annual Professional Growth Plan.
- Seek and participate in opportunities for professional growth.
- Support the emphasis on ongoing Professional Learning to further develop knowledge of pedagogy and teaching practice

Middle and High School Counselors

The responsibilities of the counselor include:

- Providing counseling services for students with personal, family, social, academic, and behavioral concerns.
- Providing a comprehensive program in the area of College Guidance.
- Developing a career exploration program.
- Consulting and working with parents, teachers, student service staff and school administrators about the needs and way to best serve the developmental, emotional, and educational interests of the child.
- Development of school wide Character Education/Culture Programs.
- The counselor communicates with the Middle and High School Faculty and Staff, other AISE Counselors, parents, students, and community counseling services.
- Meet with students individually, in small groups or with entire classes as necessary.
- Provide individual counseling regarding personal, academic or behavioral issues.
- Structure group counseling opportunities in the areas of career exploration, university guidance, test preparation, test interpretation, course selection and goal setting; as well as study skills, conflict resolution, low self esteem, as needed.
- Help students to understand and to accept themselves and increase their level of responsibility.
- Help students develop realistic personal growth, academic, and career options.
- Help students understand their abilities, interests, talents, and personality characteristics and to provide them with life skills to enhance personal, social and academic growth.
- Provide a safe and comfortable place where students may come to talk to a counselor about a problem, consult on a specific topic, or simply read a book/magazine. This includes trying to change any elements of the school atmosphere that might negatively affect their social or academic development.
- Consult with teachers when appropriate.
- Be sensitive to a culturally diverse student body.
- Facilitate admissions, screening test and orientation process of new students and families.
- Participate in process of placing students in classes (as well as discussions regarding promotion and retention).
- Schedule and monitor new students throughout the semester/year.
- Meet with academically at-risk students for the purpose of planning and implementing appropriate intervention strategies.
- Provide a referral list of professionals for community and outside school community resources and services: testing, medical, psychological, etc.
- Assist with the Secondary School class schedule and be responsible for appropriate scheduling of students.
- Provide guidance, support and orientation for new AISE families.
- Confer with parents, students or teachers regarding individual student progress and needs.
- Function as a resource person.
- Develop rapport with and consultative support for teachers about student progress.
- Provide guidance and/or resources as needed/requested.
- Attend academic meetings to provide valuable information that could assist with student's progress.
- Develop individual schedules and place students in appropriate classes to ensure compliance with the United States diploma requirements.
- Supervise the final preparation of individual schedules.
- Establish good rapport with the community by explaining the importance of guidance and counseling to the various consumers of guidance services, including students, parents, teachers, administrators, and members of the community.
- Build relationships with students, staff and families by ensuring confidentiality in all personal matters.
- Ensure that student records and cumulative folders are stored in a safe and confidential manner.

International Baccalaureate Diploma Programme Coordinator

Carry out the necessary tasks outlined in the International Baccalaureate Organization's list of coordinator's responsibilities, including but not limited to:

- Registration of students.
- Payment of invoices.
- Monitoring of deadlines.
- Dispatch of necessary documentation.
- Organization of the examination sessions.
- Prepare for, organize, and administer the Mock Exams.
- Ensure that the school and its students comply with all applicable IBO regulations.
- Make copies of relevant IBO Diploma Programme publications available to all staff.
- Counsel students on appropriate subject selection.
- Support teachers and students in preparing for the Diploma examinations.
- Make provision for appropriate liaison and support upon the publication of results.
- Prepare for and administer the re-take exams.
- Receive and distribute printed diplomas and certificates.
- Participate fully in the development of the school's educational strategy, particularly as it affects the program for grades 11 and 12.
- Participate on Curriculum Committees.
- Ensure that staff is made aware of IB workshops and conference opportunities.
- Register faculty for IBO workshops.
- Ensure proper distribution of information resulting from workshop attendance.
- Identify professional development needs and opportunities on and off campus.
- Keep a record of workshop attendance and school visits.
- Lead the orientation of new teachers into the DP.
- Assist the Principal in identifying resource needs.
- Establish an inventory of resources to facilitate efficient management.
- Develop IB DP budget for major learning resource purchases.
- Develop IB DP budget for local purchases throughout the year.
- Communicate all IBO requirements to IB students. This includes but is not restricted to:
 - Malpractice policy of the IBO,
 - Use of calculators during IBO examinations,
 - Conditions for receiving an IB DP diploma.
- Ensure effective communication and collaboration among all staff members.
- Conduct parent information sessions.
- Organize and present the Open House for interested students and parents from both the AISE community and the community at large.
- Ensure that accurate records are kept of student performance.
- Advise students and parents of the academic progress of candidates and probability of student success on the IB examinations in May.
- Publish articles pertaining to the Diploma in the school newsletter.
- Prepare and circulate an annual review of IB examination results.
- Circulate all relevant information received from the IBO.
- Prepare and submit documentation required for authorization and evaluation.
- Ensure that all requirements of the IBO concerning the programme are met.
- Act as the liaison between the school and the IBO.
- Provide outreach to the wider IBDP community through OCC discussion forums, email and school visits.
- Establish/maintain links with other IB Diploma schools in the region.
- Have good command of written and spoken English.

Librarian

The Librarian carries out the Mission Statement of the school by promoting and supporting the teaching and learning objectives of the school through effective delivery of Library services to faculty, staff and students. Tasks range from organizing and managing information resources with the best available technology to coaching students in reasoning skills so they can locate, select and evaluate the information they find for accuracy, currency, and credibility. The school librarian is also responsible for developing students' love of literature and reading and helping students become lifelong learners who can use libraries independently and ethically. In addition, school librarians are expected to help teachers find and use information, including electronic resources in order to facilitate and improve their teaching.

The Librarian is responsible for the supervision of Library Assistants. He/she maintains external contacts with parents, colleagues in other libraries, and suppliers. Internal contacts include Heads of Department, students, faculty, staff and parents.

Main Functions

- Delivers informational literacy skills instruction through individual instruction, small group or classroom settings.
- Provides reference services.
- Prepares material for classroom use as requested by teachers.
- Manages traditional and electronic resources demonstrating these to staff, students and other library patrons.
- Engages students in order to foster reader development and a love of literature in the pursuit of life-long learning.
- Train students and staff to use information resources in order to promote learning and extend and expand patterns of teaching.
- Works with trends in library and information services so that the school's library program and services is based on the best and most up-to-date information and methods.
- Develops, manages, articulates and promotes the school library and its programs.
- Plans and develops the library facilities.
- Creates and implements a school library policy, which includes accountability via statistical reports and yearly inventory, collection and receipting of collection losses, legal compliance with data protection & copyright.
- Distributes the library budget, ordering materials as requested by staff and as required for the curriculum support and the enrichment of students.
- Knows where to procure library materials, both capital and consumables, through best sources in country and abroad.
- Monitors budget expenditures in cooperation with the Purchasing Officer of the School so that monetary resources are used to best effect.
- Advise key colleagues within the school as requested and establishes a high profile within the wider learning community to ensure appropriate access to learning resources.
- Hires and trains library support staff with the approval of the Director.
- Manages and disseminates information in a range of different media.
- Knows, understands and is competent in Information Technology.
- Familiar with electronic databases such as circulation and cataloguing software, as well as magazine, newspaper and research databases.
- Plans, and carries out public relations initiatives such as book fairs, guest speakers, and other activities that will promote the profile of the school and the school library.
- Advises Administration, Heads of Department and teachers, when requested, on best resources for specific needs and where to access these.
- Technical skills such as the ability to catalogue and classify materials and input these in to the library's electronic database.

Business Manager

The Business Manager is responsible for safeguarding the overall financial assets of the school. He/she should develop long-term financial plans and strategies in conjunction with the AISE Board of Directors and the School Director. He/she also supervises Accounts Office and School Services Staff for security, transport and maintenance.

Specific Duties:

- Establish and applying school's financial control mechanisms.
- Budget preparation in conjunction with School Director and Esol Education COO.
- Supervision of local and overseas accounts payable.
- Supervision of Accounts Office regarding parents' financial obligations and outstanding fees.
- Draw up rental, service and maintenance contracts.
- Ensure proper quotation, bidding and purchasing policies and procedures.
- Timely payment of all insurance charges and charges from rental or maintenance contracts.
- Preparation of schedules for auditors and for financial reports.
- Maintain facilities and equipment based on appropriate inventory and replacement policies.
- Supervise all work done at the school with regard to repairs, maintenance and cleaning.
- Supervise the Administrative Support, Maintenance and School Services Staff; maintain appropriate files on these employees.
- Allocate the work of the maintenance staff.
- Ensure that the maintenance staff has the necessary supplies and equipment to carry out their duties.
- Order supplies and equipment necessary for day-to-day maintenance of the school.
- Maintain the school grounds and supervise construction projects and the general landscaping.
- Repair and maintain all equipment used in the school campus.
- Seek quotations for each major maintenance project.
- Supervise security arrangements.
- Ensure proper maintenance of school vehicles.
- Maintain an effective administrative computer network.
- Find and maintain suitable housing for non-local teachers and staff.
- Supervise the school dining hall and monitor the quality of the catering services.
- Supervise the work of staff to ensure timely issuing of work-permits, visas and other required documents.

Elementary School Administrative Assistant

The Elementary School Administrative Assistant is responsible for providing routine secretarial support to the department ensuring work is delivered in a timely and accurate manner.

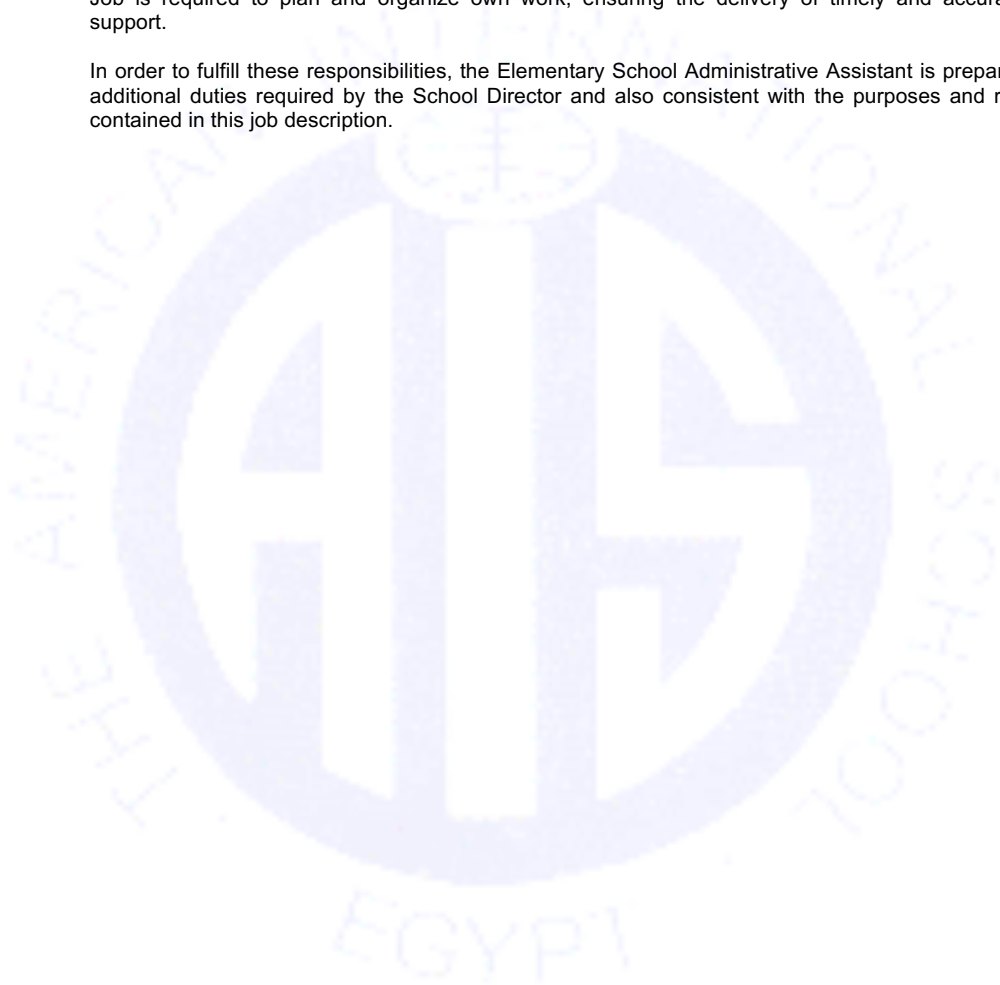
Duties May Include:

- Maintain Elementary School database.
- Record absentees and tardies.
- Maintain filing and/or record system.
- Assist Principal, Vice-Principal(s) and teachers where necessary with admin tasks.
- Generate certificates: student of the month, workshops, graduation certificates, student council committee, recycling committee, etc.
- Answer routine questions, takes messages and refer caller or student to an alternative source in the absence of the Principal.
- Supervise office assistants under the guidance of the Principal.

Decision Making Authority and Responsibility

Job is required to plan and organize own work, ensuring the delivery of timely and accurate secretarial support.

In order to fulfill these responsibilities, the Elementary School Administrative Assistant is prepared to perform additional duties required by the School Director and also consistent with the purposes and responsibilities contained in this job description.



Middle School Administrative Assistant

The Middle School Administrative Assistant is responsible for providing routine secretarial support to the department ensuring work is delivered in a timely and accurate manner.

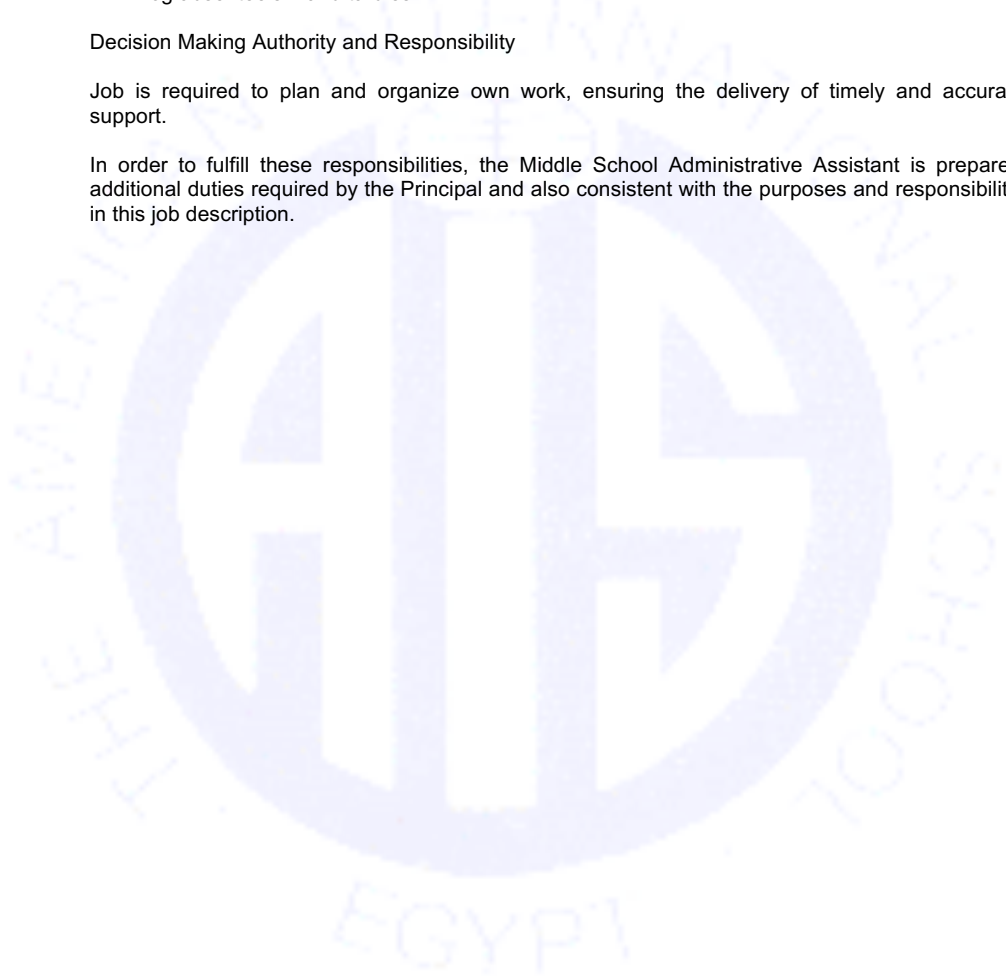
Duties May Include:

- Maintain the Middle School database.
- Capture grades and process the report cards.
- Type standard letters and compose letters on routine matters as required.
- Combine material from a number of sources in order to produce typewritten reports in traditionally accepted format, but with some discretion in individual presentation.
- Answer routine questions, take messages and may refer caller to an alternative source in the absence of the Principal, Vice Principal(s), Guidance Counselor(s) and Teachers.
- Undertake administrative duties such as gathering together and submitting relevant information from varied sources as directed by the Principal, Vice Principal(s), Guidance Counselor(s) and Teachers.
- Maintain filing and/or record systems.
- May be required to type from rough hand-written drafts and operate office machinery.
- Monitor and manage supplies of stationery and other consumable items for general office use.
- Log absenteeism and tardies.

Decision Making Authority and Responsibility

Job is required to plan and organize own work, ensuring the delivery of timely and accurate secretarial support.

In order to fulfill these responsibilities, the Middle School Administrative Assistant is prepared to perform additional duties required by the Principal and also consistent with the purposes and responsibilities contained in this job description.



High School Administrative Assistant

The High School Administrative Assistant is responsible for providing routine secretarial support to the department ensuring work is delivered in a timely and accurate manner.

Duties May Include:

- Maintain the High School database.
- Capture grades and process the report cards.
- Type standard letters and compose letters on routine matters.
- Combine material from a number of sources in order to produce typewritten reports in traditionally accepted format, but with some discretion in individual presentation.
- Answer routine questions, take messages and may refer caller to an alternative source in the absence of the Principal, Vice Principal(s), Guidance Counselor(s) and Teachers.
- Undertake administrative duties such as gathering together and submitting relevant information from varied sources as directed by the Principal, Vice Principal(s), Guidance Counselor(s) and Teachers.
- Maintain filing and/or record systems.
- May be required to type from rough hand-written drafts and operate office machinery.
- Monitor and manage supplies of stationery and other consumable items for general office use.
- Log absenteeism and tardies.

Decision Making Authority and Responsibility

Job is required to plan and organize own work, ensuring the delivery of timely and accurate secretarial support.

In order to fulfill these responsibilities, the High School Administrative Assistant is prepared to perform additional duties required by the Principal and also consistent with the purposes and responsibilities contained in this job description.



Library Assistant Technical Services

The Library Assistant is responsible for assisting the Librarian during the hours of 8:00 a.m. - 4:00 p.m.

Specific Duties:

- Check materials in and out for all library patrons.
- Offer basic assistance to library patrons on library databases.
- Prepare, update and adjust as required, database of staff, students & faculty.
- Add new materials to the catalogue database making adjustments as necessary.
- Prepare new materials for adding to collection including stamping, covering, and labeling.
- Daily shelving of returned materials.
- Shelf reading to maintain collection in orderly manner.
- Yearly online input of new orders.
- Prepare and list damaged materials for sending to the bindery.
- Minor repairs of materials.
- Yearly inventory of collection and required monthly reports.
- Overdue notices for staff and students throughout the year.
- Bring monies for lost materials to accounts office and obtain receipts.
- File in library receipt files and distribute copy to patron.
- Maintain lost materials file and generate end-of-year print out.
- Maintain library web page.
- Search magazine articles in the online database.
- Reconcile invoices against library budget.



Ministry Liaison

The Ministry Liaison is responsible for all contacts and correspondence between the school and the Ministry of Education.

Specific Duties:

- Preparing and submitting the registration book to the Ministry for checking and approval.
- Obtaining Ministry approval for all new students; after approval, registering all students with the Ministry.
- Legalization of internal and external transfer certificates for students.
- Obtaining Ministry approval for new students with incomplete papers. Completing necessary paper work in case of changes of a student's name or nationality.
- Issuing "To whom it may concern Memos" regarding student issues with Ministry.
- Legalization of Graduating Class grades and certificates for all students in the Ministry prior to the Graduation Ceremony. Following up various tasks regarding graduation.
- Legalization of grades for all classes in Ministry.
- Coordination with parents regarding Ministry issues.
- Coordination and implementation of Ministry exams.
- Obtaining Letter of Appointment from Ministry for all new staff members after issuance of residence visa.
- Corresponding with the Ministry regarding all issues related to curriculum. Coordinating and attending required meetings.
- Corresponding with the Ministry regarding Arabic language instruction for mother tongue and ASL students. Collection of Arabic Test papers at the end of the year.
- Collecting data and preparing, submitting and verifying required statistics for the Ministry regarding timetable, schedules, resources and book for students, teachers and staff.
- Preparing and verifying the academic calendar with the Ministry.
- In order to fulfill these responsibilities, the Ministry Liaison is prepared to perform additional duties required by the School Director and also consistent with the purposes and responsibilities contained in this job description.



Network Administrator / IT Support

The Network Administrator is responsible for installing, configuring, maintaining, troubleshooting and upgrading computer hardware, software, networks, peripheral equipment, and exchange email server. He/she makes recommendations regarding hardware and software acquisitions and prepares the budget for the acquisitions. He/she prepares regular written reports for the Administration.

Duties:

- Installs, configures and upgrades operating systems and software.
- Installs, assembles and configures computers, monitors, network infrastructure and peripherals such as printers and scanners; directs the rewiring of cables as required for new installations.
- Troubleshoots problems with computer systems, including hardware, software, email server (exchange), network and peripheral equipment problems; makes repairs and corrections where required.
- Acts as a technical resource in assisting users to resolve problems with equipment and data.
- Plans, designs, researches and acquires new hardware and software systems; maintains current knowledge of hardware, software and network technology and recommends modifications as necessary.
- Preparing and maintaining classroom IT equipment for instructional purposes.



School Doctor

The Doctor's role at AISE is to support the general well being of the students and the faculty. The School Doctor is on call from 08:00 - 16:00 daily during school hours and for triage and treatment of both students and staff for minor ailments and emergencies. Though, the Doctor maybe asked to work occasionally for weekend sporting events. The Doctor is available for private health consultation at any time.

Additionally the Doctor's roll includes:

- Maintaining a health clinic and identifying communicable diseases:
 - Performing first aid and changing bandages;
 - Report infectious disease and isolated infected students to the School Director;
 - Monitor ill students (sickness);
 - Referring cases to a specialist.
- Medical records and screening:
 - Maintaining a medical file for each student;
 - Measuring students height, weight and checking eyesight and recording data in student files;
 - A filing system for special references to students with medical needs or health problems.
- Educational Health programs:
 - Participation in parent-teacher conferences;
 - Devise a health awareness programs;
 - Promote health related bulletin board;
 - In service training on staff development days e.g. First Aid Courses.
- First Aid:
 - First aid kits: in the gymnasium and on all student transport buses, which are always available and updated regularly;
 - Available for hosted competitions and workshops.
- Emergency cases are accompanied to hospital.

The Doctor will perform all duties associated with his/her position at such times and places as the School Director may direct. The Doctor will perform his/her duties in a professional manner, with the highest level of confidentiality, consistent with the regulations of AISE and with the laws, customs and traditions of the host country.

The Doctor will report to the School on the day of the first Full Faculty meeting at the beginning of the school year and will work in accordance with the school's calendar year and finish the last day students attend or the last Full Faculty meeting which ever is the later.

Personal Assistant (PA) / Administrative Assistant to the School Director

The PA/Administrative Assistant to the School Director is responsible for supporting the School Director in all aspects of the operation of the School Director's office and to ensure its smooth and efficient running.

Specific Duties:

- Daily running of the office, compose documents, correspondence, agendas, minutes, bulletins, reports with typing, faxing, filing, e-mails, and courier service.
- Job requires planning and organizing own work, ensuring the delivery of timely and accurate support.
- Maintaining strict confidentiality when working with private material concerning individuals.
- Corresponding with all newly hired overseas staff members.
- Organizing and co-coordinating all flight schedules for newly hired staff, departing staff and annual vacation travel for all staff members.
- Planning and implementation of orientation for new hired staff on arrival.
- Drafting and sending contracts.
- Working closely with the school Ministry Liaison Officer, ensuring all new staff members submit the required attested documents for visa applications.
- Keeping a database of information on all staff members.
- Administer School Director's flight and business travel arrangements for recruitment trips and conferences.
- Member of the graduation committee, planning and organization of this function.
- Providing administrative aide and support to faculty members.
- Assisting with the organizing of Parent/Teacher Conference days.

In order to fulfill these responsibilities, the PA/Administrative Assistant to the School Director is prepared to perform additional duties required by the School Director and also consistent with the purposes and responsibilities contained in this job description.



Admissions Director

The Admissions Director is responsible for having regular contact with parents and students currently enrolled and potentially enrolling in AISE. Emphasis is placed on making all those who contact the Admission Director's office feel welcome. The Admissions Director tries to ensure a smooth registration of new students, keep the student files and related files current and in order and complete the withdrawal process efficiently. At all times the Admissions Director is aware of the confidentiality of student files and parent/teacher contacts.

ADMISSIONS:

- Receives and responds to all initial contact by prospective families.
- Responds to queries regarding school and gives relevant information to new families.
- Conducts school tours.
- Arranges assessment of potential applicants.
- Notifies Accounts Department, Library, Health Office, and Administrators of new admission.

STUDENT FILES AND INFORMATION DATABASE:

- Maintains and updates student files.
- Maintains and updates student information.
- Generates student information lists as required.

WITHDRAWAL:

- Notifies accounts department, library, health office administrators and teachers of withdrawals.
- Prepares withdrawal packages containing cumulative records for withdrawing families.
- Responds to receiving schools that ask for information to be mailed directly to them.

REPORTS:

- Generates a monthly enrollment report to the Board.

In order to fulfill these responsibilities, the Admissions Director is prepared to perform additional duties required by the School Director and also consistent with the purposes and responsibilities contained in this job description.

