



DOME INTERNATIONAL SCHOOL

Parents-Students Handbook

ELEMENTARY & MIDDLE SCHOOL

2023-2024

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Welcome from the Leadership Team

Dear Parents and Students:

We are pleased to welcome you to a new academic year at Dome International School. Our teachers, staff and administrators are proud to be focused on your child's learning and will foster it by providing a safe and healthy environment for all our students.

We are energized by the passion for success shown not only by our educators and administrators, but by our parents as well. We believe we made significant strides in our mission last year, and together we will make even more leaps this year.

The foundation of our success is strong partnerships. No school system can achieve success alone. It takes a committed team effort, and a firm connection between school and home. Such a connection must be rooted in open communication that will support the best possible educational experience for your child.

Students and parents should have access to all the information they need, to have a successful and rewarding school experience. This handbook is one of many tools to keep students and parents in touch with how our school system operates.

Here, you will find detailed information about the school policies, regulations, and the school facilities. This handbook has been designed to foster solid communication and good relationships between our educators, students, and parents.

As we look to facilitate this positive partnership between home and school, please review this handbook with your child. Your energy, talent, and commitment are invaluable.

We appreciate your investment in our school system and look forward to sharing a great year with you.

Sincerely,

Dina Mamdouh
School Director

Hemmat Mahmoud
Elementary Stage Head

Rania El-Bishbishy
Middle Stage Head

DIS Vision, Mission & Values

We aim to spark intellectual curiosity and love of learning in a family orientated environment and through a personalized learning approach where students feel secure by being treated as unique individuals with different and unique potentials, needs and challenges.

At all stages of the educational journey, students learn from both their teachers and their peers. We strive to create a talented, yet diverse students' community where children thrive in each other's company and appreciate different perspectives.

Our Vision

We believe that a happy child is a successful one. Dome International school provides a safe, welcoming, and nurturing environment that promotes cognitive, social, emotional, and physical growth, as well as a positive self-image and a love of learning.

Our Mission

Our program is designed to provide students with meaningful and purposeful learning opportunities that focus on conceptual learning in order to move from learning about topics, to figuring out why and how things happen. This approach helps students to become critical thinkers and problem solvers through developing:

- The capacity to find, analyze, synthesize, and apply knowledge to novel situations.
- The interpersonal skills that allow them to work with each other and engage effectively in cross-cultural contexts.
- The self-directional abilities that allow them to manage their own work and complex projects.
- The ability to competently find resources and use tools; and the capacity to communicate effectively in many ways.

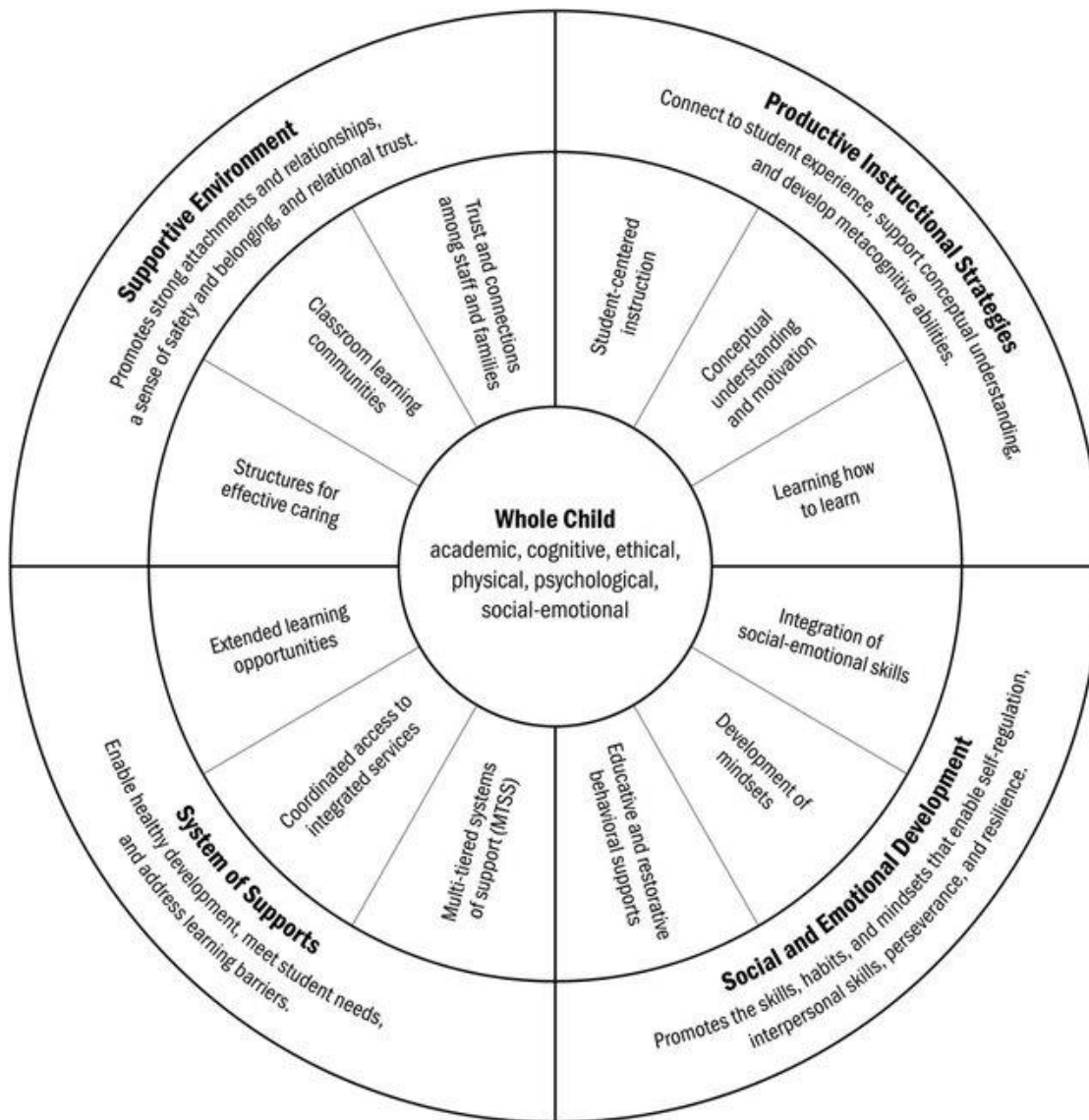
Our Values

Our school community adopts a set of values that deeply enforces and embraces perseverance and resilience in the face of obstacles and uncertainty, the ability to learn independently, curiosity, inventiveness, and creativity. We encourage our students to become productive citizens within and beyond the school, by nurturing their positive mindsets about self and school, along with social awareness and responsibility.

Our Educational Philosophy

We adopt a “Whole Child” education model that is grounded in the latest theory on educational practice of the Science of Learning and Development (SoLD)*. According to the Science of Learning and Development principles of practice; our program is designed to attune school environment, structures, and practices to students’ learning and developmental needs through:

- Creating a supportive environment
- Developing productive and innovative instructional strategies
- Providing social and emotional learning opportunities
- Designing students’ support systems



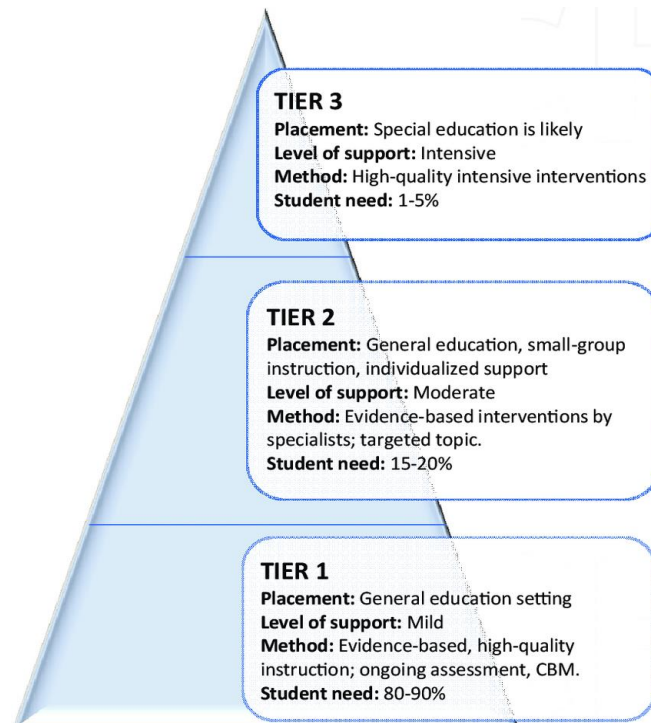
*Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for Educational Practice of the Science of Learning and Development.

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Academic Support & Counseling Services

DIS Learning Support Program

DIS provides a Learning Support Program (LSP) as a part of our Students Support Services for the Elementary stage. LSP works in coordination with all teachers to enhance the academic and social emotional learning of our students. The program is designed based on a Multi-tiered Response to Intervention model (RTI)**. RTI is a preventive model of intervention. It's three-tiered structure proactively addresses academic and behavioral deficits before they further develop. It also provides ongoing support within the regular classroom setting.



** Fletcher, J. M., & Vaughn, S. (2009). Response to intervention: Preventing and remediating academic difficulties. *Child development perspectives*, 3(1), 30-37.

Our Learning Support Team (LST) includes:

- The School Director and Heads of Stages
- School Psychologist
- School Social Worker
- Class Teachers
- Learning Support Teachers

Roles and responsibilities of each member of LST are defined according to the student's tier support level and the response to intervention. LSP works as a placement program for prospective students and as a referral program for the existing school students.

Inclusion, Equity of Access and Pull-Out Strategies

Our Learning Support Program provides equitable and inclusive access to all students based on their individual needs as follows:

- At Tier 1 level, support is provided within the classroom environment. Class teachers, supported by LST, provides differentiated instruction.
- In order to implement this, LST works and plans together with teachers to differentiate the curriculum and provide the necessary support for students' success.
- In individual circumstances, students may or may not be pulled out of the classroom to receive short-term one to one support or small group intervention (Tier 2), in order to ensure that every student has full access to the curriculum.
- Students with more specific learning disabilities are referred to LST for Tier 3 intensive intervention and support through devising an Individual Educational Plan (IEP) which is usually conducted out of their regular classroom setting.
- At Tier 2 and 3 levels, students can be returned back to the classroom once their instructional needs are met.
- The whole process is supported by continuous progress monitoring and data recording and collection to guarantee the proper placement of students.

Counseling Service

Students' behavior is observed regularly in the classrooms by our School Psychologist/Social Worker to detect any potential problems. The school psychologist may apply brief developmental evaluations to individual students. Parents will be contacted before applying any formal evaluations to their child.

To support the students' behavioral and psychological needs, the School Psychologist and Social worker provide daily support to all students through in-class instruction, observations and walk-through both in classes and in the playgrounds to deal with general behavior issues. Special behavioral and/or psychological concerns are discussed in personal meetings with the students and their parents. These meetings are documented and shared only with the child's parents to follow up on interventions and action plans for these specific cases and to protect the privacy of students and families involved.

If a concern arises, the school's psychologist will contact parents, and jointly, parents and the school develop a course of action to help the child. If there is a delay in a developmental area, parents will receive a series of suggestions on how to support their child at home. Social and emotional concerns are dealt with by helping parents with their parenting skills and, in some cases; individual classroom behavior programs are designed.

In case of suspecting any kind of learning difficulties, our school psychologist will conduct preliminary diagnostic tests to determine the type of difficulty a student has, then contact parents to discuss the tests results. Some learning difficulties will require a specialist intervention; upon the recommendation of our school psychologist, we may request that a student should be referred to a child psychiatrist to provide a report on how to provide support and deal with the student' educational or behavioral needs.

If you have concerns about your child’s development and/or behavior, you are encouraged to contact our school psychologist to discuss these issues.

Our Continuous Improvement Plan

At DIS, we are committed to a process of continuous improvement that is data-informed, to improve teaching, learning, and organizational effectiveness. For this purpose, we have been using Cognia’s formative evidence-gathering instruments for learner engagement, educator practice, school culture, and stakeholder perceptions to collect data from different sources and use this analyzed data to pinpoint the areas that need improvement, setting action plans for them, and also sustaining the areas of achievement and building on them. Students’ performance and class observation data are other data sources we use to set our improvement plan priorities.

It is imperative that all stakeholders take part in this process. Therefore, we encourage different stakeholder groups (Families/Parents, Learners and Educators) to become actively involved in the school’s continuous improvement process through the following:

- Taking our annual surveys. Surveys links are shared with all stakeholder groups through emails, classes WhatsApp groups, and are posted on the school website regularly <https://dis.edu.eg/stakeholders-feedback/>
- Attending orientations, information sessions and parents/teachers’ meetings
- Participating in special focus groups dedicated to certain purposes

The Strategic Plan for our SIP 2021-2023 has been shared on the school’s website: We are currently working on the coming 3-year phase SIP 2023 – 2026. Stakeholders’ involvement and constructive feedback are invaluable to our continuous improvement process.

School Policies

School Day

Regular School Hours: 7:45 am. to 2:15 pm.

The school day starts at 7:45 am with the morning line. The first session starts at 8:00 am. Students who do not come to school by bus shouldn't arrive earlier than 7:45 am. or later than 8:00 am. Parents should come to pick them up at the end of the day no later than 2:30 pm.

Daily Schedule

The daily schedule consists of 9 sessions. There are two breaks during the day; a snack break in which the students eat their breakfast in classes and another mid-day break in which students can eat and play down in the school playgrounds. The school day ends at 2:15 pm.

Tardiness policy

In order to achieve the utmost of each lesson, promptness in arrival to class is imperative. The later the student is to class, the more he/she misses, and the harder it is for him/her to grasp the new lesson. Therefore, tardiness to school only hinders the student’s progress...It does not do any benefit.

Arrival at School:

- Arrival at school shouldn’t be earlier than 7:30 am. and no later than 7:45 am.
- The first class starts at 8:00 am.
- If there is an emergency leading to the student being late, the parent should contact the school and send a note with the student confirming this.
- No student shall enter the school campus after 8:00 am.

The following late students’ policy will be applied if students arrived after 8:00am. After 8:15 am., the school gates will be closed, and students will not be allowed to attend school: -

Frequency of tardiness	Consequences
1st time	Verbal warning
2nd time	A written note will be sent to the parent.
3rd time	The student will not be allowed to attend the first session.

After the 3rd time	The student will not be allowed to attend school for that day
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Dress Code Policy

In general, all students are required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school academic and non-academic activities.

- Students should come to school in full school uniform.
- Students are allowed to wear either black or white shoes only.
- Students should be dressed in the school uniform during examination periods, trips, and fun days, unless the school administration allows certain outfits for special occasions.
- Wearing jewelry is prohibited for girls and boys. If you break this rule, the school will not be held responsible for any valuables lost.

The following items are not allowed: -

- Colored shoes
- Legging, sweatpants, etc.
- Head gear (Caps, hats, etc.)
- Ragged or cropped clothing
- Sunglasses
- Jewelry, chains, or large earrings
- Slippers, Crocs, or house shoes.

Dress code violation consequences: -

Frequency of tardiness	Consequence
1st time	Verbal warning
2nd time	A written note will be sent to the parent.
3rd time	The student will not be allowed to attend the break.
After the 3rd time	The student will not be allowed to attend school for that day

DIS Health and Safety Policy

Since the beginning of COVID19 pandemic, the school has enforced a new health and safety protocol for regular campus sanitization and infection control. Although all the school staff has been vaccinated, this protocol will be in effect in case of any future infection waves. Kindly refer to DIS Health and Safety Protocol in the Appendix for more details. In general, the following guidelines will be followed if another COVID19 breakout occurs: -

- Students should wear their masks or face shields all day long in the school bus or in the school campus.
- Students can only remove their masks in the playground or while they are eating provided, they keep their distance.
- Students should bring their personal hygiene's set and should make sure to use it throughout the day.
- Students will not be allowed to ride the bus or enter the school campus without their face mask or shield.

Note: If your child has a chronic medical condition like Asthma or Diabetes, his/her medications should be kept at the school clinic to be administered as needed.

Lice Policy: In order to keep our school and students safe and lice free. Students will be checked for lice, during the first week of school, and then a regular checkup will be conducted by the school doctor or nurse. If lice should be found at any time, students will be sent home and required to be completely lice free before returning to school.

Students Injuries Protocol: We will contact you or your emergency contact when your child has any minor injuries that require more than tender loving care, so you can be aware of the incident. An incident report will be filled out and filed for our records, with a copy sent home to the parents.

In the event of an emergency or accident, we will immediately administer first aid and contact you.

If the injury requires further medical intervention, a staff member will accompany your child to the nearest hospital after taking your permission.

Students' Belongings

In addition to the school supplies mentioned in the school supplies list, each student should bring his own water flask, Please make sure it is labeled with your child's name.

Lunch Box : Please send in your child's lunch in a sturdy and clearly labeled lunch box. This is kept in their own school bag. Only send the amount that your child would normally eat at home. At school, we encourage healthy eating, so please send fresh fruits and vegetables with your child sandwiches instead of chips or sweets.

Mobile Phones and Tablets: Students who bring their mobile phones to school for any reason, should hand them in to the class matron at the beginning of the school day. They can have them back at the dismissal time. Contact between the students and their parents during the school day should only be through the school administration.

These rules are set for students' protection and to ensure a proper and productive learning environment so please help us by supporting the school system.

If any student failed to abide by these rules, the mobile phone will be confiscated. Also, the school will not be held responsible if the student hid his/her mobile phones and then lost it.

Grading Policy

The school grades students on a trimester basis. Each trimester is graded out of 100 marks divided as follows:

For Grades 1 to 8

- Attendance: 10 Marks
- Class Participation: 10 Marks
- Behavior: 10 Marks
- Homework: 10 Marks
- Weekly Quizzes: 20 Marks
- Term Project: 20 Marks
- Term Assessment: 20 Marks

Students are given grades that are calculated using percentages, and converted to letter grades based on the following scale:

Percentage	Letter grade	GPA
93-100%	A	4.0
90-92%	A-	3.75
87-89%	B+	3.25
83-86%	B	3.0
80-82%	B-	2.75
77-79%	C+	2.25
73-76%	C	2.0
70-72%	C-	1.75
67-69%	D+	1.25
63-66%	D	1.0
60-62%	D-	0.75
00-59%	F	0.0

Academic Intervention Policy

We provide continuous support to our students to achieve their utmost, through regular follow up and monitoring. Our Learning Support Team provides one to one tutoring in the core subjects as needed. Parents involvement is vital to this process; therefore, we hold regular meetings throughout the year with parents to discuss the academic progress of our students and devise intervention plans accordingly.

Academic Review Status

As part of supporting student success, student progress will be reviewed by our Academic Review Team. There are a variety of interventions that may be put into place to support and encourage the students. Academic

Review is one strategy that is used. Students who score one or more F's during the First Trimester, their parents will be formally notified that these students are "At Risk" of failing the whole year and they are placed on Academic Review during the Second Trimester. This status entails restricting students' participation in all the extracurricular activities including trips, events and competitions as well as compulsory weekly make up assignments and/or tutoring as needed until tangible improvement is observed. If a student still scores an F or more in any subject by the end of the school year, he/she will have to take a Re-sit Exam during the summer.

Those who can't pass the Re-sit Exam will again be placed on academic review status for the first Trimester of the next year.

Code of Conduct

With appropriate guidance from the teaching and administrative staff, students should:

- Learn and follow school and classroom rules.
- Solve conflicts maturely, without physical or verbal violence.
- Keep a safe and clean school campus.
- Be good role model and help create a positive school environment.
- Report any bullying, harassment, or hate-motivated incidents to the administration.
- Display good sportsmanship both on the athletic field and playground.
- Attend school on time, with schoolbooks and supplies, and be prepared to learn.
- Keep social activities safe.

Safeguarding and Child Protection Policy

DIS is fully committed to safeguarding the welfare of all children in its care. It recognizes the responsibility to promote safe practice and to protect children from harm, abuse and exploitation. For the purposes of this policy and associated procedures a child is recognized as someone under the age of 18 years. DIS admins and teaching staff and will work together to embrace difference and diversity and respect the rights of children and young people. This will be a child-centered approach where the interests of the child are paramount. We expect all Staff (teachers, administrators, and support staff) and parents to share this commitment in their attitudes and actions. Parents are made aware of the policy: it is on the School website and the parents/students handbook

DIS staff abides by the following principles:

- The wellbeing of children is the primary concern. We should always act in the best interest of the child.
- All children, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have the right to protection from all forms of harm and abuse.
- Child protection is everyone's responsibility.
- Children have the right to express views on all matters which affect them, should they wish to do so.
- DIS shall work in partnership together with children and parents to promote the welfare, health and development of children.

DIS will:

- Promote the health and welfare of children by providing opportunities for them to take part in curricular and extracurricular activities safely.
- Respect and promote the rights, wishes and feelings of children.
- Promote and implement appropriate procedures to safeguard the well-being of children and protect them from abuse.

- Recruit, train, support and supervise its staff, members and volunteers to adopt best practice to safeguard and protect children from abuse and to reduce risk to themselves.
- Require staff, members and volunteers to adopt and abide by this Child Protection Policy and these procedures.
- Respond to any allegations of misconduct or abuse of children in line with this Policy and these procedures as well as implementing, where appropriate, the relevant disciplinary and appeals procedures.
- Regularly monitor and evaluate the implementation of this Policy and these procedures.

Reporting:

DIS has zero tolerance for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse. Adults in our school should take all wellbeing concerns seriously and encourage children and young people to report anything that worries them to their teachers, the School Psychologist, the Stage Heads or the School Director.

Anti-Harassment and Non-Discrimination Policy

Anti-Harassment Policy

DIS is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with respect. Teachers and other staff members are expected to teach and to demonstrate by example that all members of the community are entitled to respect.

Harassment of a student by another student or by a teacher or other staff member is a violation of school policy. This includes (but is not limited to) harassment based on race, national origin, sex, religion, or disability.

Punishable harassment is any conduct – including verbal conduct – that:

- creates (or will certainly create) a hostile environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical, emotional, or psychological well-being; or
- is threatening or intimidating.

Sexual harassment is a form of harassment that also violates school policy. Sexual harassment is any kind of sexual advance or sexual conduct– including verbal conduct – that:

- is tied to a student's educational benefits, opportunities, or performance, or to a student's physical, emotional or psychological well-being;
- creates (or will certainly create) a hostile environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being; or
- is threatening or intimidating.

In response to any act of harassment, staff members should intervene immediately to stop the harassment and present an incident report to the School Psychologist, the Stage Head and the School Director for further investigation. Based on the investigation conducted, the harasser will be punished promptly, consistently, and

proportionately to the seriousness of the act. However, the response should not end there; rather, staff members should deter future harassment with continuing lessons of tolerance and respect.

Non- Discrimination Policy

DIS is committed to equal opportunity for all students and all staff. It is the school policy that no one shall be treated differently, separately, or have any action directly affecting him or her taken on the basis of race, religion, national origin, sex, or disability where a person is otherwise qualified or could be with reasonable accommodation.

In response to any act of discrimination, staff members should intervene immediately to stop the discrimination and present an incident report to the School Psychologist, the Stage Head and the School Director for further investigation. Based on the investigation conducted, certain consequences and disciplinary actions will be applied to the person(s) involved in any act of discrimination in proportion to the harm caused as a result of this act.

The immediate remedy for any act of discrimination shall be to end it, treat the individual equally, and, as much as practically possible, to eradicate any effects of discrimination. Discipline should be imposed where appropriate.

DIS Discipline Policy

Our objective is to help our students build up responsible, mature and positive personalities, capable of socializing and sharing. We believe that good discipline is administered in a calm, consistent, and fair manner. Yelling and shouting achieve nothing and are not recommended. Inflicting any form of physical punishment on any student is absolutely prohibited.

In general, students are disciplined according to these guidelines:

Using any of the following forms of conduct with the students is against the policy of the school:

- Humiliating sarcasm, abusive or offensive language or threatening & terrifying the students.
- Throwing objects at the student or throwing the student's belongings on the floor is prohibited.
- Students' property shouldn't be destroyed, especially with regard to the tearing up of notebooks or written work.
- Students must understand what they are expected to do and what is not acceptable. Classroom rules are well explained at the beginning of the school year and students are often reminded to comply with it.
- Starting from grade four, students will not be allowed to go to break for repeated late Homework
- A student is sent out to the psychologist office for only when the teacher becomes unable to deal with his/her misbehavior.

- The school psychologist discusses the issue with misbehaving student to determine the reason for his/her misbehavior. In some cases, the school psychologist requests a meeting with the student’s parents.

Minors

These behaviors are handled initially by the classroom teacher or supervising teacher but are referred to the Stage Head if they become chronic.

Behaviors	Actions
<ul style="list-style-type: none"> • Excessive talking • Failure to complete assigned work • Inappropriate behavior during assemblies/school activities • Dressing out of uniform • Inappropriate hallway behavior • Inappropriate language • Inappropriate use of personal equipment • Lateness • Lying • Non-compliance • Pushing in hallways & staircases • Teasing and/or derogatory remarks • Throwing foreign objects • Unprepared for class • not handing out mobile phone to the class matron at the beginning of the school day 	<p>Step 1: Verbal reminder to the student of the expected appropriate behaviors.</p> <p>Step 2: Verbal reminder to the student of the expected appropriate behaviors.</p> <ul style="list-style-type: none"> • Consequence applied by teacher. • Student complies/makes amends. <p>Step 3: Verbal reminder to the student of the expected, appropriate behavior.</p> <ul style="list-style-type: none"> • Parents are contacted through the Stage Head office <p>Step 4: Move directly to Step #1 of Majors.</p>

Majors

These behaviors are immediately referred to the administration.

Behaviors	Actions

<ul style="list-style-type: none"> • Vandalizing school property • Verbal Aggression • Bullying • Defiance • Endangerment of Self/Others • Fighting • Theft • Skipping sessions • Smoking • Possession of drugs and/or alcohol • Possession of weapons • The use of inappropriate websites and/or print material • Inappropriate representation of the school • Overt abusive or sexual Behavior • Sexual Harassment 	<p>Step 1: Referral to Stage Head.</p> <p>Step 2: Home contact made by Administration.</p> <p>Step 3: Meeting with parents.</p> <p>Step 4: In/Out of School Suspension.</p> <p>Step 5: Written apology to offended parties before student is permitted to return to school.</p>
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NOTE: The school administration reserves the right of expediting the disciplinary process pending circumstances.

Bus Regulations

Conduct in the school buses

Students who ride school buses are expected to adhere to the same rules of conduct and behavior in the school bus as in the school campus. Any student who engages in misconduct, disrupts school bus travel, disrespects the school bus matron or the bus driver or jeopardizes the safety of school bus rides is subject to disciplinary action.

Bus matrons are provided with mobile phones. You will be notified with the bus route and the exact time of your child’s pick-up and drop-off. Moreover, the bus matron will give you a missed call 5 min. before the bus reaches your child’s pick-up area.

Please try to be punctual, in case of tardiness; the bus matron will wait for 2-3 minutes only for you to bring your child to the bus. The bus cannot wait longer since all the school buses have to arrive at school before 8 am. On the bus route, it is not allowed to stop the bus for any reason.

At your child’s drop-off point, the matron will hand your child only to you or to a person known to her. The school administration must be notified with any changes in the drop off point at least one day prior to that change.

Students’ Safety

Our students' safety is of utmost importance and there will always be a staff member responsible for their safety, both indoors and outdoors.

Our safety policies are as follows:

- Students are never left unsupervised at any time.

- Upon their arrival, students are not allowed to enter the school building, they stay in the playground (supervised by the teachers & the matrons) till the morning line starts.
 - At the end of every session, the teacher does not leave the class until another teacher takes over. If the next teacher is late for any reason, the stage matron takes over.
 - Teachers remain with the students inside the classes during the snack break.
 - During the Break time teachers and matrons are assigned to the break supervision.
 - Students are not allowed to enter the library, the science lab, the computer lab, the art room, or the music room unless supervised by the librarian or the class teacher or the subject teacher.
 - Last session of the day – all teachers make sure that students put their chairs in their desks, pick up all books, stationary and leave the classroom neat and tidy.
 - Every teacher in the last session lines up his/her class and goes down with the students to the bus collection areas.
 - Children will be sent home only with parents, or the authorized person as stated on the admission form. If there are any changes, a personal note or call from the parent will be expected.
 - The school doctor and a nurse are present at the school campus on full time basis
 - All the doors to the building remain locked during school hours; individuals can only enter by being allowed access from the security.
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- Professional security personnel secure the school building at all times.
 - There are live cameras all around the school premises, in the hallways, stairs and playgrounds for additional safety and security of our students.
 - The school fire system is instated all around the school premises
 - We will have several fire drills, at varying times throughout the year.
 - Should any accident or injury occur, we will complete an incident report. One copy will be kept on file and another given to the parent that day.
 - We will require written permission from parents prior to each and every field trip.
 - If your child will be absent from school due to illness or any other reason, please notify us.

Communication Channels

Communication between home and school is essential. If you wish to discuss your child's progress or any concerns you may have, we would appreciate an appointment at a mutually convenient time with your child's teacher.

- For day-to-day concerns, send an email to your child's teacher, or call the section assistants for the Elementary and the Middle and High sections:
 - Elementary School: Ms. Hinar Samir: 01101628268 - 01202042410
 - Middle School: Ms. Hanan Adel: 01128287967

- Homework follow-up: the daily homework is posted on your child account on Google classroom, as well as all the weekly plan, the instructional material, presentations, weekly review packs and extra worksheets.
- Narrative progress reports are sent to you every Trimester before the final assessment to follow up on the academic performance of your child.
- We will keep you informed of school events through the school emails, WhatsApp groups, newsletter, notes, and the school website and Facebook page.
- **Parents group meetings:** Parents meeting are held every Trimester. Specific dates and times will be sent to you throughout the term
- **Personal meetings:** For personal meetings with the Stage Heads, the School Director, or any member of the teaching staff, please call: 01063914766, 01101628268, 01128287967 to set an appointment.