



DOME INTERNATIONAL SCHOOL

Parents-Students Handbook

HIGH SCHOOL

2023-2024

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Welcome from the Leadership Team

Dear Parents and Students,

On behalf of the entire faculty and staff, we want to share with you our enthusiasm for this new academic year. The Leadership Team is honored to be part of a highly dedicated and energetic group of outstanding educators, and together we look forward to teaching, mentoring, and leading our students as they strive to better themselves through educational pursuit.

As with any organization, we have important expectations of students that must be met to support our learning environment. Therefore, we request that all our parents and students read and understand the specific guidelines and expectations for students attending DIS High School. To this end, we have compiled this handbook for your convenience, and we hope that it will serve as a reference point for all aspects of high school life.

DIS High School Leadership Team, faculty and staff are dedicated to our mission of providing a first-rate college preparatory American education for your child. We seek to empower your child to become a dynamic, thoughtful problem solver and instill in them the qualities of an honest, compassionate, and an active participant in our rapidly changing global community. We look forward to working with you and your child, and we thank you in advance for your support at home.

It's going to be another great year at DIS!

Dina Mamdouh
School Director

Rania El-Bishbishy
High School 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.

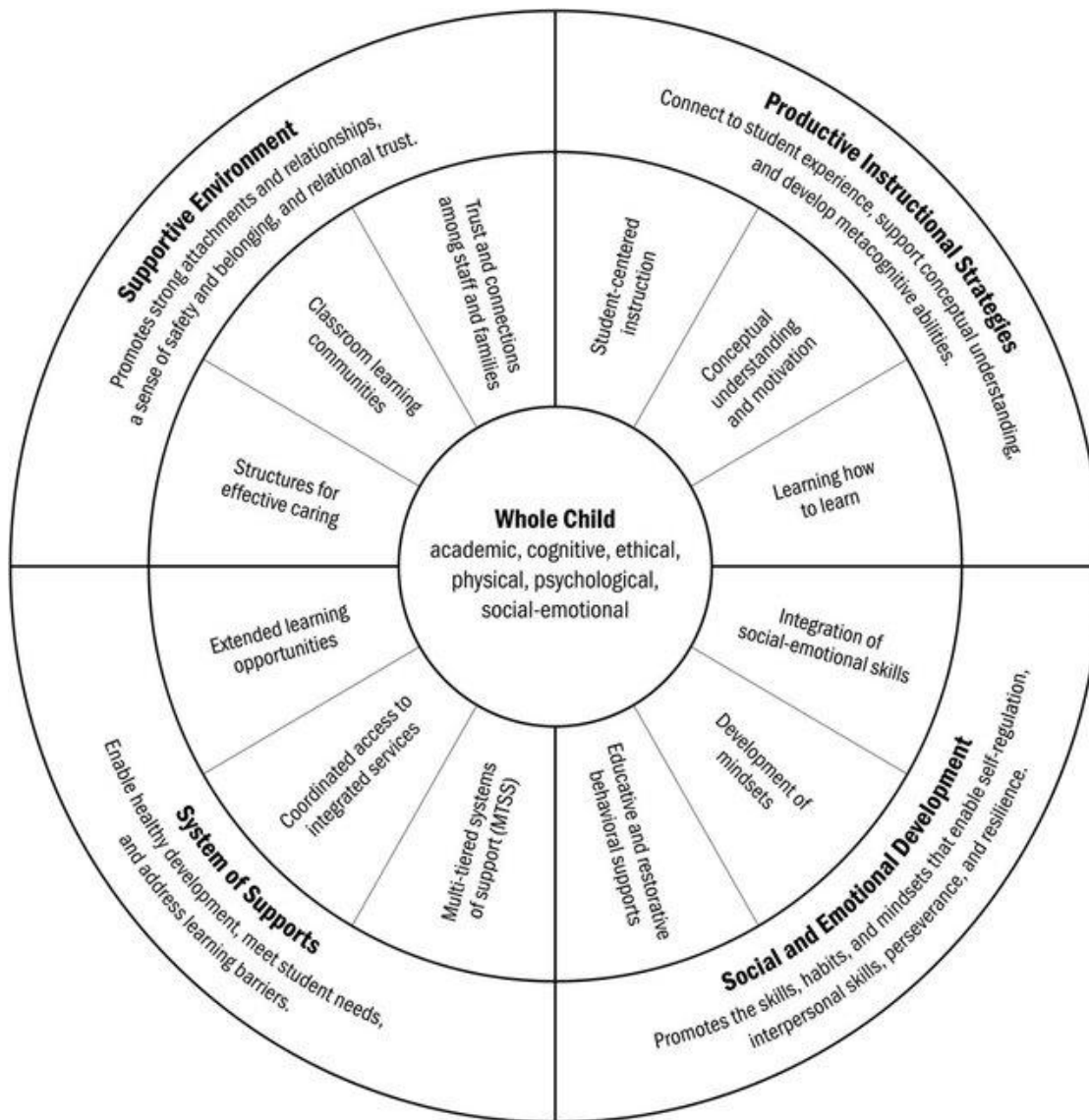
Our Values

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

Academic Counseling

Our educational program prepares students with the prerequisites needed for admission into National and International Universities both in Egypt and abroad. Beyond academics, DIS strives to instill in all students a positive attitude toward lifelong learning, an appreciation for cultural diversity, and the higher-order thinking and problem-solving skills necessary to be successful in their future endeavors. We provide academic, college and career counseling for our High School students. Through the counseling process, students are advised and guided to discover and nurture their passions, interests and abilities, thereby, enhance their personal and academic achievement.

Our High School staff and the Students Counselor provide guidance, registration services and testing information for college admission exams, ACT and EST exams as well as majors selection, scholarships, graduation, information about college entrance, letters of recommendation, personal concerns, curriculum information and study skills assistance. This support is provided in two ways:

- On daily basis, as needed according to an office hours schedule and the meetings with parents and /or students are documented.
- Through organizing mini university fairs on campus and attending most of the off-campus university fairs held during the academic year.

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. 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 7:30 am. or later than 7:45 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

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 violation	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.

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.

Mobile Phones Policy

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 fails to abide by these rules, the mobile phone will be confiscated. Also, the school will not be held responsible if the student hides his/her mobile phone and then loose it.

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.

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.

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 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>

NOTE: The school administration reserves the right of expediting the disciplinary process pending circumstances.

Graduation Requirements for High School Diploma Academic Year 2023-2024

Study Program and Equivalent Credits

Grade 10	Credit	Grade 11	Credit	Grade 12	Credit
English Language	1	English Language	1	English Language	1
English Literature	1	English Literature	1		
Math	1	Math	1	Advanced Math	1
Biology	1	Chemistry	1	Physics	1
				Advanced Biology	1
World History	1	Business	1	Economics	1
French/ German	1	French/ German	1	French/German	1
Computer	1	Computer	1	Computer	1
Art & Design	0.5	Art & Design	0.5	Art & Design / Physical Education	1
Physical Education	1	Physical Education	0.5		
Music	0.5				
	9		8		8
Total Credits				25 Credits	

Grading Policy

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

For Grades 9 to 12

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

Grading and Promotion

High school students are expected to exert more effort in their academics as this is the final stage in their path to college and future careers. We provide continuous support to our students to achieve their utmost, through regular follow up and monitoring. 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.

Students are provided opportunities for makeup work and/or makeup quizzes to improve their grades. By the end of the second semester another review is conducted, and makeup opportunities is granted for further improvement.

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 a GPA of 2.0 or one or more F’s during the first semester, are “At Risk” of failing the whole year. Their parents will be formally notified and they will be placed on Academic Review during the second semester.

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 semester of the next year.

Honor Roll

High Honors and Honors students will be recognized each semester for their academic achievements. The Honor Roll is compiled at the close of each semester using a student’s semester grade point average (GPA). Students with a GPA of 3.4 - 3.69 will earn Academic Honors. Students with a GPA of 3.7 - 4.0 will earn Academic High Honors. To graduate with Honors, a senior must have a 3.7 cumulative GPA.

Report Cards and Transcripts Policy

The school issues a term report on a trimester basis for middle and high grades. For grade 12, two semester reports are issued during the academic year.

Early Admission Transcripts: Early admission transcripts are issued for Grade 12 students at the end of the first semester and after all the students' makeup work is completed. Early admission transcripts are issued for free; they are not final transcripts, and they are only stamped from the school for university admission purposes upon parents' request. By that time, students and parents should have decided on the university options in consultation with the Students' Counsellor Ms. Rasha El Sayed

Fee-based Stamped Report Cards: For high school grades, the school issues separate report cards that are stamped from Cognia for university admission purposes, as per parents' request. Fees are determined according to Cognia's Local office in Egypt.

To request an early admission transcript or a Cognia stamped report card, please contact Ms. Donia Okasha, the School Registrar via email: donia.okasha@dis.edu.eg. To receive your transcript or report card in a timely manner, you will be required to fill an Early Admission Transcript Request Form or a Stamped Report Card Request Form at least 3 weeks ahead of time.

Valedictorian and Salutatorian

Valedictorians and salutatorians are the students who have reached the very highest levels of academic success, while exhibiting the best behavior and contribution to school community.

The Valedictorian: is the student who graduates with the highest cumulative grade point average of his or her class at the end of the senior year (Cumulative GPA for Grades 10, 11 and 12) before any make up work is submitted. Selected students should also exhibit an excellent behavior and contribution to school community. If the highest-ranking student fails to meet this criterion, the second highest ranking student is selected instead. The valedictorian delivers the main speech in the graduation ceremony of the graduating class.

The Salutatorian: is the student ranked second in the graduating class, also according to the cumulative GPA for Grades 10, 11 and 12 in addition to his/her good behavior and contribution to school community. A salutatorian will deliver the salutation, otherwise known as the opening speech of the graduation ceremony.

It is a great honor to be named valedictorian or salutatorian, and it is an honor worth celebrating at graduation and beyond.

Students' Council

The High School Student Council works as a student government. Elected members of DIS Student Council develop student leadership, learn and apply democratic decision-making principles and procedures, assist in organizing and conducting extracurricular activities and special events, and provide service to the school, faculty and student body. All activities are subject to the School Director approval.

Extracurricular Activities Eligibility/Ineligibility

High school students are encouraged to become involved in the athletic and extracurricular activities available. The Activities Coordinators develop and supervise the activities program with the assistance of the Students Council.

It is important for students to realize that athletic and extracurricular activities complement the academic program and that what goes on in the academic setting takes precedence over participation in athletics and/or extracurricular activities.

In order to participate on a DIS athletic event or in an extracurricular activity, students must have satisfied all of the academic eligibility requirements prior to participation (weekly grade sheets are used to determine eligibility). A student will be considered “ineligible” to participate on an athletic event or in an extracurricular activity if they:

- have behavior major behavior issues
- Have multiple unexcused absences or chronic tardiness as determined by the Stage Head.
- Are absent for any part of the academic day on which they are participating in an athletic or extracurricular school activity.

All final matters regarding eligibility will be at the discretion of the Stage Head and the School Director.

School Trips

DIS encourages its staff and students to take advantage of the educational value of a school trip.

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 not be eligible for going on school trips

Student Requirements (In order to attend a school trip)

Maintain an overall GPA of 2.0 or higher, which is calculated at the beginning of each grading term.

- Student should be passing all classes at the end of the preceding grading term (No F's).
- Student should be on target for graduation with respect to credits.
- Verification by classroom teachers as to behavior, attendance or academic performance one week prior to the trip date.
- Verification by the Stage Head and the School Director as to good attendance and behavior.
- Tuition fees must be current.

Student Responsibilities on Field Trips

- Students must sign and submit the trip fees and the Trip Permission Form, signed by their parents or guardians, to the Activity Coordinators, or they will not be allowed to participate in the trip.
- Students are reminded that a trip is an extension of the school day and all school policies and rules apply.
- Students are required to wear their school uniform unless given permission not to do so by the Stage Head.
- During overnight trips no male students may ever enter a female student's room and no female students may ever enter a male student's room.
- The curfew will be set by the trip supervisor and will not be open to negotiation.
- Students must be in their rooms at curfew time and no students will be allowed to leave their assigned rooms after curfew.
- The trip supervisor may set additional rules and regulations to address the circumstances of specific trips or locations. Students must comply with these rules and regulations.
- Students participating in a trip are expected to be in full attendance on the school day of and following the trip. Failure to do so may result in being declared ineligible to participate in future field trips.

If students do not meet the behavior expectations of field trips, they may be issued a travel ban for up to one year.

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, email your child's teacher or call the High School assistant Ms. Hanan Adel at: 01128287967
- Homework follow-up: the daily homework is posted on students account on Google classroom, as well as all 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 emails, WhatsApp groups, newsletters, notes, and the school website and Facebook page.
- **Parents group meetings:** Parents meetings 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 or 01128287967 to set an appointment