

New El Quds International School

Teacher

Handbook



2020



2021

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A message from the principal to the staff

It is with my great pleasure and enthusiasm that I write this letter to my members of staff. It's always been a matter of pride and joy to reflect over the past fifteen years since the school was established in 2004. During those fifteen years we have been overwhelmed by some sharp curves, hills, narrow paths and plenty of successes as well. Our goal is moving forward through learning from our past to work on the future.

This year we have innovations and programs that will be utilized in your classrooms. We continue to offer a variety of academic and technological facilities, and new this year is the gym, which will enable our students to excel at sport as they do at academics.

I am quite certain that what you do on a daily basis is what constitutes the success of our children. Subject coordinator will be teaching teachers through mentoring, collaborative communication, and job embedded workshops. Consequently, we must continue to concentrate on the processes that spur continuing advancement: evaluating what we have, determining what we can do to improve, and identifying what we need to make those improvements

Where to Go for Answers

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Academic and behavioral issues

- When my child has unresolved issue with the teacher
(School Headmaster. / Headmistresses) Ext.108/122 (High School)
Ext. 116 (Junior and middle)

Student conduct and attendance

- When I want to know about my son's / daughter's absence
 - When I want to arrange a meeting with a teacher
 - students' advocates (floor supervisors)
- Ext.108/122 (High School)
Ext. 116 (Junior and middle)

Academic advising

- When I have questions about standardized test's registration (PSAT - SAT-AP-MAP)
- When I have a question about school transcripts Ext. 119

Health services

- When I have a health issue as it may pertain to my child
school Doctor
School Nurse Ext. 111

Athletics

- When I have questions about my son's / daughter's participation in school athletic events and schools' championships
- Ext. 110 – 111

Activities and social counseling

- When I want my son/ daughter to participate in extracurricular and cocurricular activities
Ext.120

Library services

- When I have a question about the library
Ext.125

Admissions

- When I have a question about the admission process Ext.108 (High School)
Ext. 116 (Junior and middle)
- Student affairs office Ext.132

Transportation

- When I need to talk to the bus supervisor Ext.111

Fees

- When I need to know about the school fees (Finance and Accounting) Ext.124



NEW ELQUDS INTERNATIONAL SCHOOL

Aspire Today, Inspire Tomorrow

QIS Vision

New El Quds International School strives to be a model American school that offers a broad differentiated learning environment which encourages learners to set high expectations for success.

QIS Mission

QIS provides an educational setting, which enables students to acquire the academic knowledge and develop the learning skills necessary to succeed in their futures and to compete globally

QIS promotes a safe, orderly, caring and supportive learning environment where stakeholders are encouraged to be involved in their students' learning process.

Our extra – curricular activities inspire students to positively interact with their society, consequently becoming more responsible, reliable, and compassionate citizens.

School Values



New El Quds core values and the honor code are the foundational principles for continually improving performance.

Equity in learning process

Learning is a life long Journey

Quest for excellence

Unification of soul and mind

Devotion to the virtues of patience and forgiveness.

Sense of loyalty.

Pledge

1. I will be loyal to my country, community, and school.
2. I will act and treat others with Honesty, Integrity and Respect in all matters.
3. I will be disciplined to get the utmost benefit of the surrounding learning environment.
4. I will accept my responsibilities to the QAS community by following the school's rules and regulations.

Teachers' Duties

I understand that my specific duties include but are not limited to

- Classroom teaching of assigned school subjects.
- Adequate planning and preparation for teaching as is evidenced by
- Submitting of daily lesson preparation (once per week)
- Preparing and maintaining a Teacher's File that conforms to school requirements
- Assessment of learning and recording of grades on the school server. This includes but are not limited to
- Setting, administering and marking of tests and examinations
- Submitting grades and other reports as and when required
- Re-teaching subject content when adequate learning did not take place
- Reviewing of subject matter before examinations or tests
- Individualized and or remedial teaching as circumstances may demand
- Maintaining classroom discipline within the context of the school Discipline Policy
- Assisting with discipline on the school grounds or during excursions or other programs
- Fulfilling various invigilation duties as school policy may demand (This may include but are not limited to supervision when a fellow teacher is absent, during exam time, during after school study time)

Development of Staff

In order to maintain excellence and to avoid professional stagnation it is necessary for each educator to grow and to develop continually on many fronts. In line with the above, the director will from time to time arrange teacher-development programs at school or elsewhere and expect teachers to attend such programs.

Essentially, however, professional growth and development should arise from a personal motivation and striving towards excellence. With this in mind each educator is requested to regularly review his/her own professional development, using the following questions:

- **Professional expertise**

Are my teaching and other aspects of my work soundly based on the latest knowledge and research in education, e.g. educational psychology, educational technology, curriculum development, methodology?

- **Professional performance**

Am I consistently giving of my best and Is my performance as an educator characterized by a high standard of planning and preparation, thoughtful choice of priorities.

- **Professional service and pastoral care**

How interested am I in the welfare and development of each student in my care? What actions demonstrate my interest and concern? How well do I know my learners and their individual needs? How do I react to learners who are uninterested, unmotivated, unpleasant or untalented?

- **Professional development**

What am I doing of my own accord to improve my expertise and skills, without waiting for or relying completely on my employer to do this? What things show that I am not stagnating?

- **Professional motivation**

What actions of mine prove that I am self-motivated, and not merely complying with school policies and job requirements that are being enforced?

- **Professional evaluation**

Do I welcome feedback from my professional colleagues, to help to provide a better service to my Students and the school in general?

STAFF EXPECTATIONS

Teachers' Dress Code

As it is the policy of this school to treat teachers as professionals, it is believed that teachers will maintain a standard of conduct that is appropriate to their standing as professionals.

Dress as a professional

- This means that your appearance is neat and you are well groomed.
- On formal occasions, male members of staff are expected to wear a jacket.
- Male members of staff need not wear ties, but are expected to wear a shirt with a stiff collar.
- sport clothing is acceptable.
- Jeans should be chosen carefully, no faded or torn jeans will be permitted.
- Sports coaches, and teachers who are responsible for coaching school sport and physical activities as part of Life orientation, should wear the appropriate sports kit for the sport concerned, or a tracksuit and track shoes.

Punctuality

- Teachers need to arrive early and attend morning assembly and to remain at school until at least after school buses' departure.
- If a teacher needs to leave the school site during school hours he/she needs to obtain the permission of the headmistress. When a teacher leaves the school site he/she must inform the office before he/she leaves and again when he/she returns. This done in the interests of school safety and security, in case of emergencies. All such absences must be recorded on the appropriate form.
- Teachers need to arrive at their classes so that the lesson can start punctually at its scheduled start time.

Attendance at school functions

All teachers are expected to attend specified school functions during the course of the year. These functions are normally set at the start of the year.

Meeting schedules and deadlines

Teachers are expected to attend all scheduled meetings listed on the school timetable: these include staff meetings, subject meetings parent meetings and meetings for professional development.

Absence from appointments

If a staff member can, for some or other valid reason, not attend a scheduled appointment it is expected that such a staff member should

- Phone the director before the time to inform him of the absence and the reason for the absence
- If the director can't be reached on the phone a message should be sent to his phone and also to the phone of the school manager to inform them of the unavoidable absence.

Application for Leave

- Each teacher is expected to complete an application form for leave.
- The various leave policies are given in the letter of appointment

Teamwork

The only way in which QIS can effectively accomplish its mission is if every employee (all support staff, teaching staff and management) approach their responsibilities in the spirit of “teamwork”. All the employees of the school function together as members of the bigger school team and also as members of smaller *ad hoc* teams. The following are the characteristics of successful team operations:

- **Mutual Support:** Team members are mutually dependent on one another. This implies that they are also mutually supportive of one another.
- **Challenge:** Teams have goals that are challenging but not overwhelming.
- **Singleness of purpose:** The team’s purpose is clearly stated in its mission/mandate and all team members commit to accomplishing this purpose
- **Trust:** There exists trust between team members and between team members and team leaders
- **Participation:** In the best teams all members participate, but nobody dominates.
- **People skills:** the best teams consist of team members who have developed the necessary skills to resolve conflict in the team and to work cooperatively to solve problems.
- **Accountability:** Team members know their team’s goals and expect to be held accountable for reaching their goals. Self-assessment is a constant as well as striving for continual improvement in performance.
- **Reinforcement:** “team-positive” behaviors and attitudes are rewarded and successful team achievements are celebrated.

VARIOUS ADMINISTRATIVE ARRANGEMENTS AND EXPECTATIONS FROM STAFF

Registers

Homeroom teachers must record student absences on a daily basis in OpenSis

Teacher Planning and Preparation

Teacher planning and preparation comprises three distinct but integrated sets of documents

Daily lesson planning

This should be done in advance (at least one week). The planning should be on the school's lesson plan form and should be available for checking every Monday morning.

Annual planning

(Course Outline – to be according to the school Course Outline form) Course outline planning may also be done in Moodle, for those teachers implementing Moodle)

Annual Assessment Plan

Formal and Informal assessments for each quarter must be indicated.

School Hours

Teachers are required to be at school by 7:30. There will be a short staff meeting and inspiration meeting each day. (See the specific policy and guidelines)

School begins at 8:00 with flag raising and homeroom and ends at 15:30

Teachers must ensure that during class time, optimal time is spent working with the learners, walking around the classroom, checking that learners are following the instructions they have just been given and helping the learners to realize that the teacher has her “finger on the pulse of the class”.

Marking books should not be done during the vital time, when the teacher can further guide or assist the learners. Marking should be done during free periods, breaks or after school and should not be regarded as “extra work”. The marking of tasks and tests form part of the teacher's over-all job. If it is necessary to mark the book or work with the child it can be done in class with the child. Teachers should do their preparation and photocopying in the afternoon, or during breaks and admin periods. **Making/receiving personal phone calls or browsing the internet/Facebook during teaching time is strictly forbidden)**

Staff Meeting

Staff meetings will be held regularly as indicated on the school calendar to facilitate communication between the staff and the smooth running of the school. The staff meeting is usually on Monday afternoon from at 15:4. Minutes are taken at each meeting. One of the teachers may be appointed to take these minutes.

Parent Information Meetings

Parent/teacher meetings are usually scheduled three times per year. Parent meetings are often arranged in such a way that an educational talk is given by a knowledgeable person. Parents also have the opportunity to discuss their child's progress with the subject teachers after the meeting.

STAFF TEAMS

All staff members are involved in various committees/teams that plan and execute activities for the smooth running of the school. The teams and their make-up may change from year to year.

SCHOOL ASSESSMENT POLICY

Introduction

Before an educator assesses learners, it is crucial that the purposes of the assessment be clearly and unambiguously established. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

The reasons for assessment at QIS include

- monitoring progress and providing feedback,
- diagnosing or remediating barriers to learning,
- selection,
- guidance,
- supporting learning,
- certification and promotion.

From the learner's point of view assessment helps learners to

- gauge the value of their learning.
- It gives them information about their own progress and
- enables them to take control of and to make decisions about their learning.

In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified Learning objectives. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

From the above it is very clear that in the QIS curriculum, learning and assessment are very closely linked. Successful learning depends on effective assessment and effective assessment supports successful learning.

Guidelines for the QIS Assessment program

The following guidelines form the foundation of the QIS Assessment Program:

- “Integrated teaching” will precede “integrated assessment”
- Assessment will integrate with teaching rather than be “added on” to teaching.
- Planning for assessment will be integrated with planning for teaching.
- Assessment will relate directly to teaching objectives.
- Assessment practices will also take cognizance of general educational objectives (personality and character development).
- “Formative” and “summative” assessment will be balanced. The emphasis will be on “formative/diagnostic” assessment.
- A variety of forms of assessment will be utilized.
- The results (or outcome) of assessment will be reported to the stakeholders in a meaningful manner that is congruent with the purpose of the particular assessment.
- Assessment practices must be kept as simple and uncomplicated as possible.

Administering Assessment at QIS

- Educators, for every subject taught, prepare an outline summary of all the formal assessment tasks and activities that are planned for the year. This yearly assessment plan is divided into the 4 academic cycles as determined by the school administration and as indicated on the school's calendar of events.
- This annual assessment program and the implementation thereof is monitored and moderated by the School Assessment Team (SAT) to ensure that it is in line with the assessment guidelines mentioned above
- Working mark sheets, assignment descriptions, rubrics and memoranda are submitted by the educator to validate the results of his/her assessment.
- At least 10% of assessments are moderated internally by an able educator.
- After moderation and academic control have taken place the results of the assessments are passed on to the school administration for processing.
- Processing of results imply capturing, printing, analyzing and reporting to the relevant stakeholders.

Analysis of marks

- After each assessment cycle the marks of all learners/subjects are scrutinized and a subject analysis form is completed. From these results, written reports—serving as feedback information—are generated and made available to teachers, learners and parents.
- Teachers use this information—if necessary—to make adjustments to their teaching.
- Supportive parents use this information to provide continued or additional moral and or other support and non-supportive parents.
- learners use this information to assess their own rate of progress and to make personal adjustments to their learning efforts, if needed. In addition
- Learners who did not achieve the expected aims/goals are called in for individual counselling by the teacher or director
- Parents/guardians are invited – in writing – to visit the school and to meet with the teacher/s concerned and to try and work out a combined strategy to improve the situation.

From this it is clear that the main focus of assessments and the resultant reporting of the results are formative and developmental.

Exam Papers and Memorandums

All examinations of the last year must be kept in the Control Room (Archive).

Examinations and memorandums must be available for inspection at all times.

When examinations are set up, attention must be given to the following:

1. Differentiation:
 - All learners must be able to answer 70% of the questions asked, if he/she studied.
 - 20% of the work must show evidence of a higher standard and 10% of the questions must be thought questions.
2. The weighting of each question must be clearly shown on the Question Paper.
3. Total and time needs to be shown on the first page.
4. When setting up an exam, you need to continually research the following documentation.
 - Time allowed for the subject.
 - Duration of Question Paper.
 - Ensuring that the learners received the correct textbooks, files or handbooks in order to do preparation.
 - When setting up the memorandum you need to clearly write the detailed mark next to the answer.

Assessment Procedure

1. Exams are moderated director
2. Exams are written, thereafter test analysis is compiled and signed by: teacher and subject coordinator.
3. Marks are recorded by teachers in students' registers

MANAGING DISCIPLINE

Praise Encouragement

At QIS we believe that the best way to encourage good standards of behavior in school is to support a positive ethos with a balanced combination of praise, encouragement and discipline (punishment), used equitably for all groups of children.

- Our response to the behavior of others is most effective when it is constructive and positive.
- Praise and encouragement should be, in most circumstances, an immediate response to positive behavior.
- Praise and encouragement should be seen as a celebration of positive work or behavior.
- Praise and encouragement should be seen as fair, but be appropriate and in proportion to the child and the positive behavior.
- The whole group should not always benefit from the positive effort of a few.
- The child and his peers should understand why praise is offered.

Discipline (Punishment)

- Boundaries of acceptable behavior should be clear to all members of the school community.
- Discipline should not be vengeful, humiliating or degrading.
- Discipline should be appropriate in proportion to the child and the incident.
- Discipline should be seen as fair.
- Poor behavior and the resulting discipline should be seen in the context of the time, place and activity in which it occurred.
- Children should understand why they are being disciplined.
- Whole groups of children should not be disciplined for the activities of a few.
- Individuals should not be made scapegoats for the activities of a group.
- If behavior is exhibited that is self-injurious, aggressive, disturbing or distressing, physical intervention may be necessary. This will always be the absolute minimum required by the situation and will be within the specified guidelines in this Code of Conduct.

Guidelines for Dealing with Poor Behavior

- Try to make statements rather than commands e.g. "I think that there is too much chatting." "Perhaps we could try to work more quietly, rather than "be quiet!"
- Try to describe the behavior and not the child e.g. "I am not happy with the way you speak to the other children", rather than "You are a rude girl".
- Try to remind children of school rules in a positive way e.g. "Remember that we put up our hands when we want to say something", rather than "Don't call out".
- Try to emphasize positive behavior and ignore minor infringements.
- Try to speak politely when requesting poor behavior to desist.
- Try to reach realistic short-term targets e.g. "Five minutes to finish work".
- Ask the child or group for their ideas as to why you may not be pleased and how the situation might be resolved.
- If possible remove immediate pressures and any background stimulations. Try to reduce tensions by talking to the child individually.
- Make directions/requests clearly and confidently. Let the child know you expect him/her to comply.
- Avoid confrontations and power struggles as this could increase the pupil/s anxiety and create resentment. This places the teacher in the role of an opponent rather than someone to be trusted.
- Keep your voice calm and speak slowly. This allows pupils to attend more to the word you are using rather than only your angry and loud tone.
- Use eye contact sensitively. Keep talking to the child to keep communication open.
- Be aware of yourself and your reactions. Try to determine whether your mood may be affecting your objectivity and tolerance.
- Whenever possible call for assistance before engaging in physical restraint. Having a second person present is a safeguard, both as a witness and to assist if necessary.

Suggestions for "preventative" discipline in the classroom

- Let the learners enter and leave the class in an orderly and quiet manner.
- Never compete with some talking when teaching, but insist on absolute silence when speaking.
- Do not waste time. Get busy immediately after the last learner has entered the classroom, and keep the learners' attention or let them work until the last minute. Every minute of the period must be utilized, because, if the learners have "idle" moments, they will get up to mischief, in which case the teacher is usually to be bla

Rewards/Commendations

These should be clear and consistent. They should be fun. Change them if they do not work well. Make them achievable. Talk about them and share them with pupils and staff members. Use verbal praise consistently and tell the learners why you are pleased with them e.g. “You have raised your hand when you want to speak, excellent, I am pleased that you remembered”.

Consequences

The consequences for transgression of a rule must be clear and concise and all members of the class must understand them. The rules and consequences should be explained daily so that the learners can understand and own them. A teacher may want to visually reinforce the consequences when a rule is broken e.g. a “sad face” might be put on a chart if a learner breaks a classroom rule.

Punish With Dignity

Corporal punishment is not allowed

- Never shout at learners. When a teacher loses his temper, he should rather lower the tone of his voice!
- Never berate a learner severely in the presence of the whole class or other learners. Rather set up an appointment with him/her and discuss the problem privately after class or after school.
- Do not punish the whole class when only one or two learners are involved.
- Punishment should not interfere with a learner’s opportunity to perform well in school. E.g. it is not a good idea to confiscate school workbooks or textbooks permanently. (Educators are sometimes tempted to do this when they catch a learner working on another subject in his or her class).
- Do not detain learners when they have another appointment elsewhere, unless prior arrangements were made with the other staff involved.
- The following should be kept in mind:
- When learners are sent to the director, the teacher should, as a general rule accompany him/her and give to the director a full account of the problem. This will save much time and will prevent gaps in the communication process.

Abdication of responsibility

- Do not threaten to stop teaching as a method of punishment. You cannot tell the class that you will not teach them before this or that has happened.
- A teacher may never tell a learner: “get out my class and never come back. “I refuse to teach you forthwith”. This teacher is overstepping his authority and creates a very embarrassing situation, because the headmistress/headmaster will definitely order the learner back to class, which may be humiliating to the teacher.

Written behavioral report

These notes serve the purpose of providing an accurate overview of learner behavior at any point in time. The notes are an invaluable help to provide insight when decisions need to be made about discipline or merits certificates etc.

Recording of Events – Teacher

It is important that all discussions, problems, requests or visits from parents to the school/office be recorded. The date, event and people involved must be recorded in the report. The record is also kept on the learner’s file.

TEACHER’S SUBJECT FILE

Each teacher should prepare Subject Planning Files for each subject and class level taught. Content details should be prepared at least a term in advance.

Specific Guidelines:

- Subject planning documents are the property of the school and should be left at the school when the teacher leaves or accepts the responsibility for teaching another subject or grade.
- It is extremely important that an adequate mark book is kept in which a record of the results of all tests and examinations are recorded. Keep in mind that the school follows a system of continuous evaluation and that all tests, assessments and examination should be included in the final grade.
- Preparation for classes should be done at least **a week in advance**. The daily lesson plan book/file should be on the headmistress/headmaster desk before school starts every Sunday. The lesson planning for the following week should then be completed. The teacher shall do the planning of his/her lessons with sufficient detail so that a substitute teacher may use the book.

Documents That Should Be Included in the Teacher's Subject File:

1. School Mission & Vision Statements
2. Registers, Calendar, Time Table, and ground duty table (morning, break, and bus departures)
3. Lesson plans
4. Curriculum map
5. Mark sheets
6. Mark analysis sheets
7. Personal workshops and professional Development plan for current year

Teaching

1. Subject policy document
2. Annual Teaching Plan / Curriculum Management Plan
3. Lesson plans
4. LTSM available and in use

Assessment

1. Subject program of assessment (Assessment tasks per term)
2. Assessment tools/instruments
3. Mark sheets, mark analysis sheets and evidence of moderation
4. Personal Professional Development Plan for current year

VARIOUS RULES, PROCEDURES AND PROTOCOLS AT QIS

Computer Room

The Computer Room is for the use of the learners and the teachers. There is a timetable (roster) when it is each class's turn to use the Computer Room.

School Board

The School Board usually meets as called to discuss matters pertaining to the school.

Assessment of New Learners

All new learners are assessed as to their academic level before they are admitted to the school. The headmaster or someone designated by him performs this assessment.

Playground duties

Every quarter each teacher receives a roster for playground duties. It is the teacher's responsibility to make alternative arrangements if he/she cannot be at the assigned time and location attend to these duties.

Rewards

Merit certificates – and other rewards- are issued at regular intervals throughout the year and also at the end of the school year.

Monitoring of classroom teaching

- The general approach to the monitoring of classroom teaching/delivery is not to interfere unless there is evidence of poor delivery—this is especially true for senior teachers.
- Junior teachers are placed under the direct supervision of the relevant Head of Department (headmistress) or another senior teacher. The Head of Department stays in close touch with the junior teacher and may do classroom visitation from time to time, during which the headmistress or her designee visits the classes of each teacher at least twice per year. A school teaching assessment form is used and written feedback is given to the teacher.

Induction of New Staff

1. Rational

QIS recognizes that the induction of new staff is vital to the ethos and efficiency of the school. We operate as a team offering support and encouragement to each other and this should start from a new member of staff's first introduction to us.

2. AIM

The aim of induction is to help new staff become fully effective as soon as possible in their new post. At QIS we aim to do this by appointing a nominated member of staff/mentor from whom guidance can be sought. They will be responsible for:

- introducing new staff to the school and the school's working practices;
- familiarizing the new staff with the physical layout and resources within the school;
- providing new staff with information pertinent to their role within the school;
- providing a supportive and welcoming ethos for new staff members.

3. INDUCTION VISIT

Once appointed the new member of staff will be encouraged to visit the school prior to taking up appointment with us. During this meeting the new member of staff will be issued with an induction pack which includes the following information:

- Staff handbook
- Access to relevant school policies
- Current school development plan
- Annual calendar for school improvement
- Diary dates
- Evacuation plan.

4. MENTOR/NOMINATED MEMBER OF STAFF

As each member of staff takes up the post they will be supported by a mentor/nominated colleague from whom they can seek advice and guidance. All mentor staff will be as supportive and welcoming as possible to their new colleague.

5. ROLE OF MENTOR/NOMINATED STAFF MEMBER

The role of the staff member working alongside the new teacher/support staff is a crucial one. As well as encouragement and support they will provide day-to-day advice on the routines of the school, forward planning, resources etc.

6. SUPPORT STAFF

Teaching Assistants (TA's) will receive guidance from the Class Teachers with whom they will work. Any relevant aspects of their job description will be discussed.

7. CHECKLISTS

Attached are checklists for induction of teaching staff and TA's as appropriate.

TEACHING STAFF INDUCTION CHECKLIST

Name of person supervising the induction:

.....

This will normally be the Coordinator, who is responsible for making sure an effective and timely induction takes place, although this does not mean to say they are the person who will actually do all of the induction.

Member of Staff:

.....

Pre-Induction

Item to be covered	Who	Tick when done
Arrange pre visit if possible		
Appoint mentor		
Agree who will be covering which aspects of induction		
Prepare induction pack		
Prepare job description		

Teaching Staff Induction

A. By End of First Day		Date completed	Who	Teachers initials
1.	Layout of the school			
2.	Introduction to staff			
3.	Introduction to Mentor			
4.	Explain checklist document/induction procedures			
5.	Health and Safety issues/procedures <ul style="list-style-type: none"> • Child protection including keeping children safe • Person responsible for H/S • Fire procedure • First Aid and accident reporting • Children's medical info. 			
6.	School security, key codes etc.			
7.	Confirmation of timetables/rotas/assemblies/daily routines/child protection			
8.	In case of teachers, they should be handed curriculum MAP by coordinator			
9.	Relationships with parents, diaries/homework/confidentiality.			
Arrange first week meeting time				

B. By End of First Week		Date completed	Who	Teachers initials
1.	Staff communication process, briefing/staff meetings			
2.	Special Needs information/procedures			
3.	Arrangements for planning and liaison with other teachers			
4.	Discussion of implementation of school policies <ul style="list-style-type: none"> ▪ Behavior policy ▪ Marking policy ▪ Child protection 			
5.	Staff agreements signed, laptop			
Arrange next meeting date				

C. By End of First Half Term		Date completed	Who	Teachers initials
1.	Feedback on how inductee is doing			
3.	Main points of School Development Plan			
4.	Staff Training and Development – inductee needs?			
5.	Discussion of implementation of school policies <ul style="list-style-type: none"> • General policies 			
6.	Meeting with ICT coordinator <ul style="list-style-type: none"> • Computer login system • Access to calendar and emails • Available software • School website • iPads • ICT issues and support 			
7.	Meeting with ICT coordinator <ul style="list-style-type: none"> • Computer login system • Access to calendar and emails • Available software • School website • iPads • ICT issue and support 			
8.	Meeting with assessment coordinator <ul style="list-style-type: none"> • Assessment timetable • Policies and procedures • Use of data 			
9.	Meeting with Chair of Governors to understand the role of the governing body			
10.	Meeting with Chair of PTA to understand the role of the PTA			
Arrange next meeting date				

D. By End of First Term		Date completed	Who	Teachers initials
1.	Feedback on how inductee is doing			
2.	Discussion of implementation of school policies □ Outstanding Curriculum policies			
3.	Performance Management			
4.	Staff Training and Development – inductee needs?			
Arrange next meeting date				

E. By End of First Year		Date completed	Who	Teachers initials
1.	Feedback on how inductee is doing			
2.	Check all policies/procedures/info have been covered			
3.	Agree Performance Management schedule			
General discussion				

Areas for further discussion/development etc.	
Evaluation of induction process – Date for completion	
Any other issues	
Signed	
Signed (Inductee)	
Date	

Teaching Assistant INDUCTION

Name:

.....

Job Title:

Start Date:

Head Teacher's/SMT Checklist

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date complete	Who	TAs initials
1.	Introduction to staff			
2.	Person responsible for induction			
3.	Explain checklist/induction procedures			
4.	Health and Safety issues/procedures <ul style="list-style-type: none">▪ Child Protection procedures including keeping children safe▪ Person responsible for H/S▪ Fire procedure			
5.	School security, key codes etc			
6.	General staff communication procedures			
7.	School calendar			
8.	Role in discipline/behavior/anti bullying strategies & giving encouragement and raise			
9.	Deployment timetable (if appropriate)			
10.	Staff Performance Management			
11.	School Development Plan			

Class Teacher's induction checklist to be worked through with new TA

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date completed	Who	TA initials
1.	Layout of class/equipment etc.			
2.	Classroom rules and procedures			
3.	Classroom routines			
4	Introduction to class			
5	Clarification of role, tasks and duties			
6.	Which pupils have additional support needs			
7.	Which pupils have medical or behavioral difficulties and how to respond			
8.	Arrangements for planning, liaison etc.			

Teaching Strategies that Advocate Your Students

No matter the grade level, or learning level of students, teachers need to be their students' biggest advocate. Being an advocate requires that teachers are knowledgeable about what their students need in order to best succeed. So, what can a teacher do? Here we will take a look at what a successful student advocate looks like, as well as some teaching strategies' you can use to advocate for your students.

Teaching Strategies: What is an Advocate?

All children need someone to look out for them, someone to help take them toward academic success. An advocate is a person who empowers their students. They give advice, encouragement, or a listening ear. It's an individual that lets a student know that they have someone who believes in them and who is there for them. Teachers, administrators, and school staff can be advocates for students while they are in school. They can work with students and build a repertoire and help guide them.

Why do Students Need Advocates?

Our students need to know that adults in their school believe in them. They need encouragement, and want their opinions and needs validated. As teachers, we can do that for them. We can influence change and validate their feelings and needs.

What Does a Successful Advocate Look like?

Successful advocates share their knowledge and expertise. They act as a positive role model and take personal interest in their students. They motivate their students by setting a good example and demonstrating a positive attitude.

How do I Advocate for My Students?

Think of all of your students. Who do you think needs an advocate? Think about when you see the student, and how often you talk to them. Develop a brief plan for how you will talk to them. Think about what you will say and how they will respond. You can say something as simple as "How are your classes going?" or "How do you think you did on your test?" Here are a few other ways that you can advocate:

- Let the student know that you are there to listen.
- Allow the student to self-advocate.
- Be persistent with the student.
- Create safeguards.
- Be a role model for the student.

Do What's Best for Your Students

Make decisions based on what is best for your students not anybody else. A good teacher advocate understands, supports, and defends any decisions that affect the performance of a student. They are always looking out for the best interest of their students.

See Things from Your Students Perspective

Always keep the students perspective in mind. Think about what is best for that particular student and their needs.

Take a Stand for Your Students

As a student advocate, teachers must stand up for their students' rights as well as their concerns. Be their voice when they have trouble being heard. Be knowledgeable of the laws and rules and rights of your students.

Create a Positive Environment for Students

Create an environment in school in which your students can focus on their interests and utilize their own strengths. Be accepting of each student, and use your influence to protect students' interests.

Really Take the Time to Listen to Your Students

A teacher student advocate takes the time to really listen to their students, and shows interest in assisting that students needs and goals. Being a good listener entails, learning about the students interests, talents, wants, and needs. Being able to know the students' name and being sensitive to his/her feelings.

In order for your voice to be heard and your advocacy to be effective you must get involved in everything. Understand that the principal and the administration are key players in your school system. You must have their support if you want your advocacy to be effective. Get involved in staff development, volunteer for committees and join in on school activities and events. Be a positive role model and always spread the word for student advocacy. Persuade your colleagues to provide support and assistance. Motivate and inspire them to invest in any extra time they have with their students.

As an advocate, it is your job to gain support for your students. Start by gaining the support of your leaders, then your colleagues, and so on. Be active and share your passion with others. Remain positive and never forget the potential of your students.

Advocacy Program policy

1. Assign form teachers, floor supervisors, social workers and student counsel as advocates to students.
2. Student handbooks are to be handed to students at the beginning of each academic year so students can learn about everything they need to know about our school's advocacy program.
3. Orientation sessions are held at the beginning of each academic year to acquaint newcomers to our school's regulations and guidelines.
4. Teachers redirect the students according to the issue at hand: either to the subject coordinators for academic issues, or to the student counselor for social issues and follows up the feedback.
5. Every student is to have a card added to his or her portfolio (intervention reports) or behavioral reports that stays in the students' record till he /she graduates.
6. Weekly meetings are to be held by form teachers, advocates, coordinators and the student counselor to discuss students' issues and their academic and social progress.
7. Data reports are systematically provided to be analyzed by the appropriate department/s.
8. Form teachers, floor supervisors, social workers and student counsel read and explain to students the rules and guidelines during the first periods of the first day of school.
9. Professional development sessions are given to teachers, floor supervisors, and social workers to better prepare them to handle student academic and social issues.
10. All staff members are acquainted to the school's advocacy policy.

Hiring Policy

New ElQuds International School endeavors to hire the best employee for every job and is an equal opportunity employer. We take steps to identify and encourage highly qualified applicants to apply for jobs and strive to make the hiring process as clear and as easy as possible for applicants and managers.

The following process is intended to ensure that we meet the above goals and legal requirements with respect to recruitment. This process is to be completed for all administrators and staff job openings, whether they are replacements, restructured jobs or new jobs. Every potential job opening is an opportunity to take another look at our organization, needs and resources.

Step 1 - Approval:

The Head of departments should discuss with Coordinators plans for the recruitment of new teachers, restructuring of existing positions and backfilling of vacancies during the annual meeting. It should be anticipated that new jobs and other hiring plans are set according to the memo signed by all staff members stating whether they will continue working in school or not. Departments work with HR to edit and develop new job descriptions which are subject to School approval.

Step 2 – Job Posting and Recruitment Plan:

Once the job posting is approved, HR posts it on QIS jobsite (www.elquds-schools.com). Departments consult with HR on a recruitment plan, including external posting if desired as advertising on the local news papers .

Each job posting is an opportunity for the hiring department to thoughtfully consider their team and their needs. It is important to take care to identify the right fit for the job, considering what the applicant can execute as well as how they engage in their work and interact with others. It is also worthwhile to consider the applicant's aspirations and how the role may or may not keep their interest. Identifying the best match for the role and the department, where the hire is intrinsically rewarded in their work, meshes well with the team, and adds value requires considered thought, planning and analysis, but the value cannot be overstated. Getting the right fit in a new hire means less time spent managing performance and dealing with interpersonal issues and conflicts.

Step 3 – Résumé Review and Interviews:

Résumés are reviewed and applicants are selected for interview. In order to meet Affirmative Action and EEO (Equal Employment Opportunity) reporting requirements, interviewers need to ensure they are considering a diverse pool of applicants and record demographics for all those interviewed. Top candidates(s) are identified by the department, considering the best fit for the department.

Step 4 – Demo Lessons:

If the applicant is applying for an academic Job he\she is asked to perform a demo lesson in front of all staff members concerning his \her subject with the presence of the subject coordinator and sometimes the head of department. Accordingly they are asked to conduct reference checks and a written summary completed (references from 3 direct supervisors, including current or most recent supervisor, are strongly recommended). Skills testing may be conducted, as well as background checking and a physical as applicable (required only for service staff jobs).

Step 5 – The Offer:

The head of departments determine which applicant is the very best for the job, with a clear rationale for the choice, consults with HR and confirms the terms. Then the chosen applicant application with all the comments is presented to the school's principal for a final review and interview. If accepted the school principal checks with the HR department for the salary range and finalize the offer. a written confirmation of the school's principal on the applicants application is sent to the HR department. Once the terms are finalized and confirmed by HR he \she is asked to complete the hiring criteria.

Step 6 – Completing the Hire:

Once HR has the signed offer letter, the hire is completed. And HR department has to do the following:

1. A copy of the Hiring Documents (documents required for employment) is handed to the employee to be completes ASAP :
 - A. Birth Certificate
 - B. Military Certificate
 - C. Qualification (Certificate)
 - D. ID Copy
 - E. Police Clearance
 - F. Work Permission (for non Egyptians)
 - G. Health Certificate
 - H. Sheet No-6 (Insurance) .
 - I. 6 Personal Photographs
 - J. Previous experience certificates.
 - K. Certificate for other credentials.
2. Registers the personal information on our secured web application (school every where).
3. A copy of the job description is handed to the new employee
4. he\she is registered in the finger print system.
5. A School contract is generated to be signed by the Schools Legal representative and the employee.

CLASSROOM OBSERVATION AND DROP-IN POLICY

Introduction

1. This governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on classroom observation to be carried out;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

2. In accordance with these principles, the Coordinator will:

- Consult staff on the pattern of classroom observation which teachers can expect annually and seek agreement with the teachers .
- Ensure that there will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations;
- Ensure that classroom observation will be undertaken solely by persons with qualified teacher status and the appropriate training and professional skills. Neither pupils nor governors will undertake observations; and
- Ensure that as far as possible, the results of observations are used for multiple purposes, in order to restrict the number of observations carried out.

3. The governing body recognises that visits to classrooms by coordinators or senior staff in order to support teachers or talk to pupils are separate from this classroom observation protocol.

4. The purpose of visits by head teachers and senior staff to classrooms will be made clear before they occur.

5. The governing body undertakes that, in accordance with this protocol, unannounced 'drop-ins' to fulfil the statutory duties of evaluating teaching and learning and performance management will not take place. A further protocol on 'learning walks' is attached.

Maximum periods and occasions of observation

6. The governing body agrees that classroom observation for the purposes of performance management will be limited to one observation per teacher, of a maximum of 60 minutes in length per performance management cycle, except in exceptional circumstances. Those exceptional circumstances are where the reviewee chooses to request a further observation, or where concerns have been raised about a teacher's performance which requires further observation to take place.
7. In the exceptional circumstances in which more than one observation of a maximum of 60 minutes is to be conducted, this governing body agrees that the amount of observation will be kept to the shortest necessary period on the fewest number of occasions, with a maximum overall limit of three hours of observation, made up of observations on no more than three occasions. This overall limit will apply to all observations carried out for the statutory purposes of performance management and evaluation of standards of teaching and learning, meaning that no teacher will be observed on more than three occasions of up to 1 hour over an academic year, including drop-ins and learning walks.

Preparations for observations

8. In keeping with the school governing body's commitment to supportive and developmental classroom observation, the date and time of observations conducted for the purposes of performance management or for the evaluation of standards of teaching and learning (or for both purposes) will be fixed at least five working days in advance. Every effort will be made for observation to be conducted at an agreed time.
9. Before any performance management observation is conducted, there will be an opportunity for reviewer and reviewee to meet in order that the context of the lesson to be observed can be discussed. Where there will be another teacher or a member of support staff present during a class which is to be observed, there will be consideration at this meeting of any necessary arrangements to be made.
10. The arrangements for classroom observation for performance management will be included in the planning and review statement and will:
 - include the number of observations;
 - specify its primary purpose(s);
 - specify any particular aspects of the teacher's performance which will be assessed;
 - specify the duration of the observation;
 - specify when the observation will take place; and
 - specify who will conduct the observation.

Feedback and records

11. Oral feedback from classroom observation at a pre-arranged time for the purposes of performance management will be given as soon as possible after the observation and no later than the end of the following working day. Sufficient time will be allocated within the school day to enable participants in classroom observations to discuss and agree the arrangements for the observations. In addition, release time within the school day will be provided, as soon as possible, to enable the reviewer and reviewee to organise time for discussion on the outcomes of classroom observation. Time for preparation and feedback for classroom observation for performance management purposes will be made available in time.

12. Written feedback will be provided within five working days of the observation taking place. The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation.

13. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document. No written notes in addition to the written feedback will be kept.

14. Teachers will have access to all written accounts of the observation after their lessons.

Walk through:

This governing body agrees that 'learning walks' (including other short visits to classes) will only be carried out.

'Walk Through' may take place in order to collect evidence about teaching and learning, evidence of progress and areas for development. They are intended to be developmental and constructive rather than judgemental and are a whole-school improvement activity. There should, therefore, be no attempt to use this approach as part of capability procedures or for performance management.

1. The purpose or focus of a 'Walk Through' should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.
2. 'Walk Through' will be conducted with minimum disruption to teachers and pupils.
3. 'Walk Through' will be undertaken in a supportive and professional manner.
4. Pupils will not be asked for their views of an individual teacher during 'Walk Through'
5. Those teachers whose classes are visited will be given the opportunity to see any written records which have been made during the 'Walk Through'.
6. Regular reviews of the operation of 'Walk Through' will be held with all staff.
7. Any teacher whose classroom is visited during a 'learning walk' will have the visit counted towards the overall maximum of three observations per year, each of up to an hour in length.

Students with special needs

There has been a significant change in societal expectations in relation to the education of students with disabilities.

According to the Ministry of Education Laws, QIS cannot accept students with disabilities but we can accept special needs who can merge with other students.

Our school has an obligation to ensure that

- students with special needs can participate in teaching and learning without discrimination.
- students with special needs have opportunities to access the school curriculum and achieve education outcomes.
- Decisions are made on the basis of the student's ability to meet the requirements of the educational program.
- Any adjustments required are identified and implemented.
- Assumptions about what the students may or may not be able to achieve because of a disability, are avoided.
- Education of students with special needs need not be segregated
- Attention should be given to ensuring equality of access.
- Early identification and intervention strategies are a high priority in inclusive education.
- School needs to adapt curriculum to the needs of students
- Students with special needs should receive additional instruction within the context of the regular classroom.
- Teaching should be practical and related to student's personal experiences to improve motivation.
- Assessment processes should be reviewed regularly in order to identify
- difficulties and assist students in overcoming them early
- A continuum of support should be provided for students with special needs, ranging from minimal help in the classroom to provision of a specialist teacher and external support staff.

All the students applying to QIS should fill an application form stating the exact medical condition of each student and during the interview if it was suspected by the interviewer that the student might have a problem, this student should meet with the school's special consultant for a detailed medical report.

Most of the cases (special needs) in QIS (lower grades) are accompanied by a shadow teacher as per the recommendation of the consultant. Below is what the shadow teacher's policy:

PART 2: THE ROLE AND RESPONSIBILITIES OF THE SHADOW TEACHER:

This section describes the specific outcomes and responsibilities of the shadow Teacher:

1. Understanding of inclusive school cultures, working with people and working with teachers across the range of school settings.
2. Maximizing learning outcomes of the student.
3. Understanding school approach to inclusive education policy, processes and procedures.
4. Planning the effective use time in the school with the outline of the schedule.
5. Participating in professional development associated with the Strategy.
6. Supporting school data collection associated with the formal evaluation of the student.
7. Demonstrating commitment to principles of inclusive education as they relate to student learning.
8. Having high level of interpersonal skills that demonstrate an ability to communicate effectively with colleagues and parents.

Intervention policy:

1. identify effective, evidence-based teaching and learning strategies for
2. students requiring teaching and learning adjustments
3. monitor and evaluate programs for students experiencing difficulty with learning
4. effectively use case management and the development of documented plans
5. utilize Learning Support Teams as a resource to generate and share ideas
6. develop effective working relationships with parents
7. effectively plan for transition at all stages of schooling
8. collaboratively problem solve with colleagues.
9. identify and use evidence-based teaching and learning strategies.
10. plan and implement effective teaching and learning programs .
11. set specific, realistic targets .

12. bring together identification and assessment of student needs .
13. identify special requirements for exam considerations .
14. develop skills and knowledge to change their practices to cater for students requiring teaching and learning adjustments .
15. identify their own professional learning needs

This role is done by:

1. using whole school data in the school review and planning process to reflect a whole school commitment to meeting the needs of students with diverse learning needs in an inclusive and supportive learning environment.
2. ensuring all staff members fully understand the role and function of the shadow teacher of students experiencing difficulty with learning

Behavior and Expectations

Except for Arabic and Religion classes, English is the language of instruction. Only English should be spoken in the classroom as this will promote and improve fluency. Since English is the language common to all, it is simply common courtesy to speak in English when in a diverse group even outside the classroom.

Classroom Rules

Students are responsible for their own conduct.

The following rules set out the acceptable standards among classmates:

- Do your best. Show respect. Take pride in your work, your school and yourself.
- Be courteous to your teachers and fellow students.
- Be cooperative at all times.
- Wear the correct uniform.
- Be on time for class
- Take out your books and necessary articles without having to be asked. Only put them away again when the teacher has given permission.
- Participate fully in class, taking notes as necessary and complete all schoolwork and homework (oral, written or research) as directed by each teacher.
- Homework should be completed and presented, as instructed.
- A written explanation from home is expected if homework is not done.
- Take part in classroom discussions, raising your hand for permission to speak.
- Do not disrupt another student's learning.
- Keep your classroom clean and tidy.
- Leave the room in an orderly and quiet manner.
- Do not eat, drink or chew gum in classrooms.

The following behavior is not acceptable at QAS:

- Physical aggression towards another student
- Physical aggression towards adults
- Physical aggression towards any living thing (e.g. animal or plants)
- Dangerous behavior
- Bringing harmful substance or objects onto the school premises
- Damaging school property
- Swearing, rude language or gestures
- Verbal or visual harassment by an individual or a group
- Deliberately disturbing the learning environment
- Actions or words which prevent other students from learning. When inappropriate or unacceptable behavior occurs, students must expect to face the consequences of their actions.

Consequences and Disciplinary Actions include:

- Informal student conference with teacher
- Formal student conference with teacher
- Time-out
- Parent contact by mail
- Parent/teacher conference
- Formal student conference with key stage Head/school Coordinator
- Written notification to parents
- Parent/teacher/key stage Head/School Coordinator conference
- Removal of privileges
- An external professional report & recommendations will be requested
- Regretfully, you will be asked to find another school

Late Work Policy

All teachers will post a late work policy which holds students accountable and encourages student responsibility. Please note that teachers may not accept major projects and papers after the due date unless there is a reasonable excuse.

Late Arrival to school / Class

Students are expected to be in class on time. If students are late to class, it causes disruption and interrupts the learning process and students will miss important information that is impossible to make-up for. Participation points cannot be made up. A student is considered late if he/she enters the room after the class has begun but within the first 5 minutes.

All students late to first period must receive an admit slip from the high school office and parents have to be notified.

Notes:

In addition, teachers may employ a number of different strategies to encourage punctuality in their classrooms.

The QAS administration will work with parents and students to improve punctuality. Those abusing the system with persistent tardiness may be subject to further consequences.

Leaving School Early

Students needing to leave school during the day must obtain a "Pass" and sign out with the Office. To obtain an "early leave pass" the student must have parent/guardian permission either by a written note, phone call, or personal contact. Whenever possible, the student should bring a note from home and obtain the permission form in the office before school starts. If an emergency occurs or the student becomes ill, he or she should report to the office and phone home for permission to leave. Failure to obtain a pass and to sign out when leaving the building may result in disciplinary action.

Cell Phones

Cell phones must be kept in a silent mood unless they are used during the class under teachers' supervision.

Portable Music Players

It is best NOT to bring music playing devices to school, and if you do, you will do so at your own risk. Such devices may only be used in the morning before school, at break, and after school. They are not allowed to be used in the passing time between classes and under no circumstances are these devices to be used in the classroom.

Lost and found

All lost items are claimed at the main office.

The Headmistress office is in charge of the Lost & Found items. Unclaimed items will be donated to a charity after the end of school year.

School Uniform Policy

QAS teachers and supervisors will ensure the implementation of the below school uniform policy. Our students will be expected to adhere to this policy starting the first school day.

Students Dress Code Policy

- ◆ QAS students are expected to attend school in the proper school uniform as designated for each Stage level.
- ◆ Students are responsible for being in full school uniform every day (also during exams) if there is any question about proper dress, it's the student's responsibility to find the answer before they wear the clothing in question.
- ◆ Returning students must be in school uniform on their first day of school. New students have two school days to be in uniform.
- ◆ Only plain white shirts are allowed to be worn under the school uniform shirt, no colored shirts.
- ◆ The school sweater/jacket must be worn with a school uniform shirt under it.
- ◆ Shirts must be buttoned up.
- ◆ Students must wear our uniform as sold by the Uniform Store. They may not wear their own clothes of the same color and style. Uniform pants may be tailored to fit, but not for style.
- ◆ Students are required to wear the school's physical education clothes for their Physical Education classes.
- ◆ When representing the school at school events, students must dress in a respectful, conservative fashion.

Not Allowed Items for Girls:	Not Allowed Items for Boys:
<ul style="list-style-type: none"> ● Tight fitted/skinny or low waist clothing. ● Dirty or ripped uniform ● Denim/jeans ● Colorful hairband/head scarfs (the permitted colors are white, beige or gray) ● Multiple ear piercings and dangly earrings (one stud is permitted). ● Facial piercing. ● Makeup and traces of makeup ● Nail polish. ● Jewelry/accessories such as chokers, bracelets, rings (only a wristwatch is permitted). ● Extreme hairdos/hair color. ● Tattoos or Henna 	<ul style="list-style-type: none"> ● Tight fitted/skinny or low waist clothing. ● Dirty or ripped uniform ● Denim/jeans ● Extreme hairdos, hair color or very long hair. ● Piercing. ● Accessories such as bands, bracelets, rings (only a wristwatch is permitted) ● Tattoos.

Attendance Policy

From Sunday to Thursday classes begin at 7.45 a.m. until 3:00 p.m. On Thursday students are dismissed early at 2.00 p.m.

Attendance Records,

QAS requires that teachers keep accurate records of students' attendance, which is one of the teachers' essential responsibilities. Attendance records provide fair data concerning a student's ability to be promoted to the higher grade level.

QAS takes student absence, tardiness, and truancy very seriously as we consider them to go inconsistently with the educational expectations and school beliefs.

- Parents will be notified of the attendance policy at the beginning of each school year or upon enrolment. In case of consecutive days of absence, the parents are notified in writing of excessive school absence.

Loss of credit due to excessive absence,

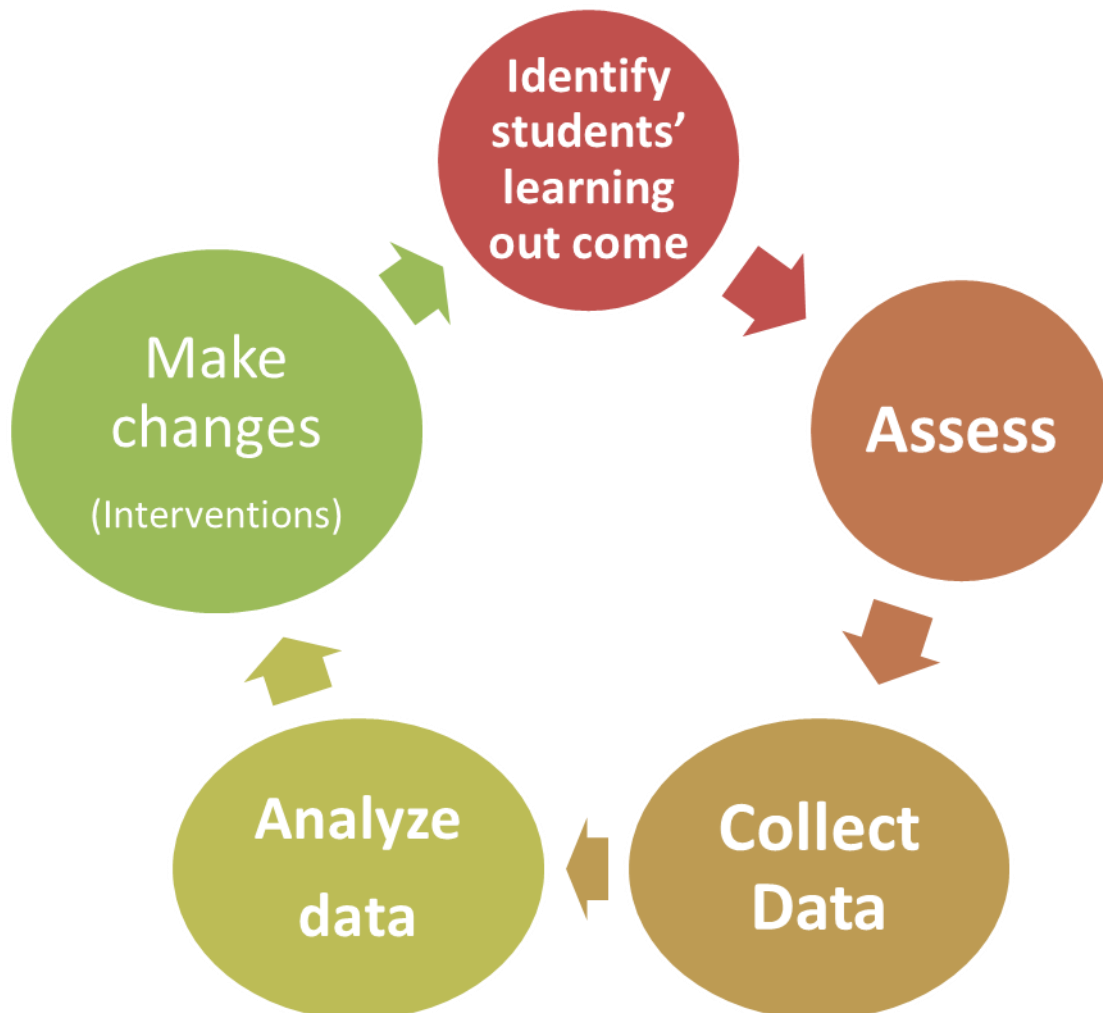
- Students must not be absent more than (15) consecutive days and (30) interrupted days per one scholastic year.
- Students exceeding the allowed absence will not earn credit for their courses unless they fulfill the required hours by attending summer school
- Floor Supervisors report the student's attendance to the parent through SMS and what's app messages

Assessment Policy

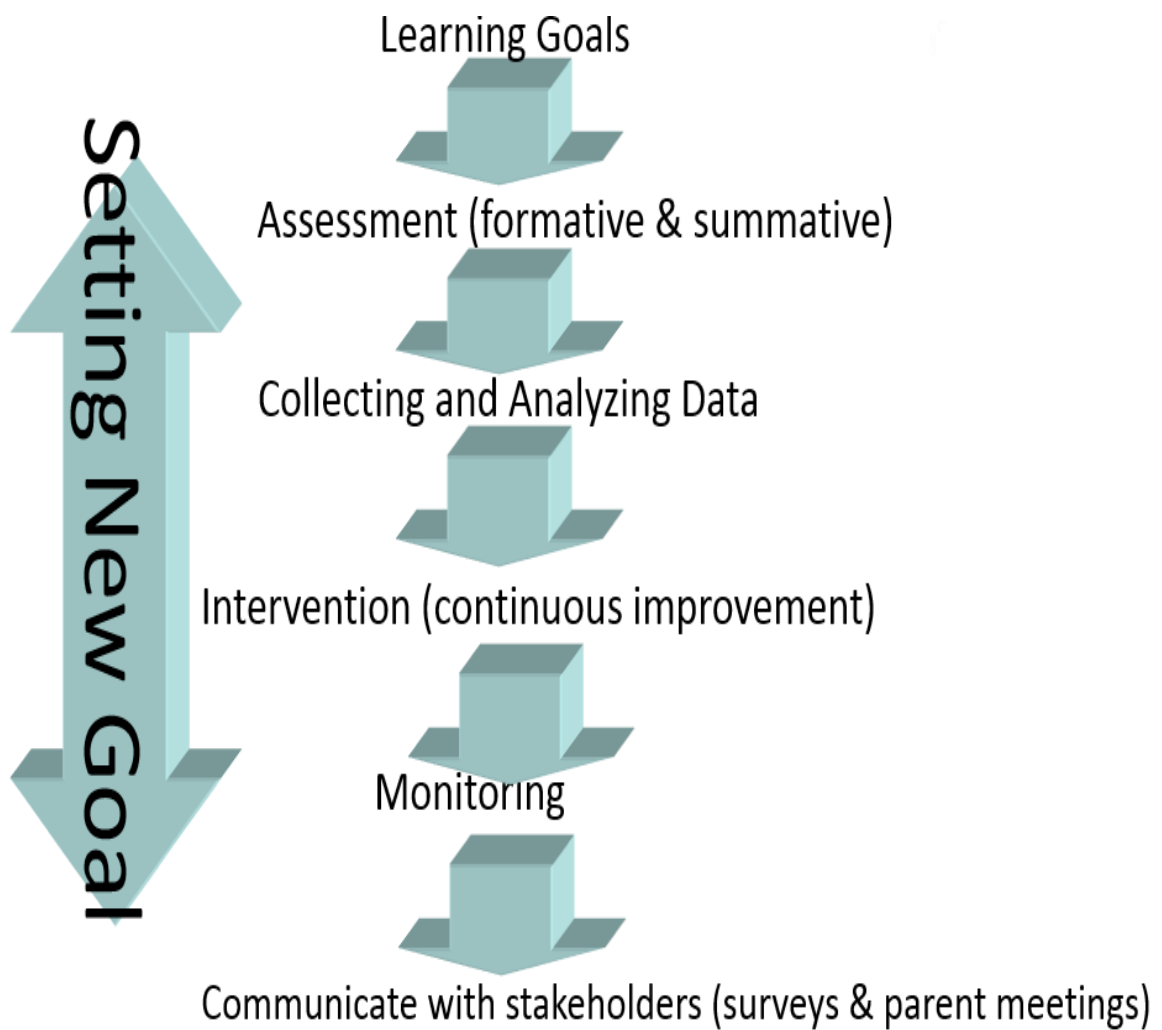
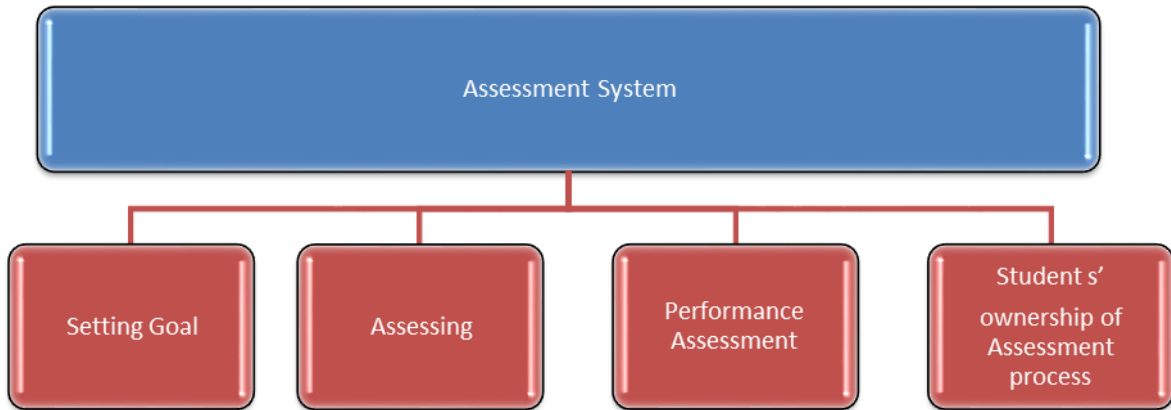
Assessment is the ongoing process of gathering, analyzing and reflecting on evidence to make informed and consistent judgments to improve future student learning.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Assessment for learning - occurs when teachers use inferences about student progress to inform their teaching
- Assessment as learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment of learning - occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.



Assessment System



Conditions under which assessment supports student learning

Influences on the volume, focus and quality of studying

Condition 1

Sufficient assessed tasks are provided for students to capture sufficient study time.

Condition 2

These tasks are engaged with by students, orienting them to allocate appropriate amounts of time and effort to the most important aspects of the course.

Condition 3

Tackling the assessed task engages students in productive learning activity of an appropriate kind.

Influences of feedback on learning

Condition 4

Sufficient feedback is provided, both often enough and in enough detail.

Condition 5

The feedback focuses on students' performance, on their learning and on actions under the students' control, rather than on the students themselves and on their characteristics.

Condition 6

The feedback is timely in that it is received by students while it still matters to them and in time for them to pay attention to further learning or receive further assistance.

Condition 7

Feedback is appropriate to the purpose of the assignment and to its criteria for success.

Condition 8

Feedback is appropriate, in relation to students' understanding of what they are supposed to be doing.

This could include:

- What the student understands of the task and its requirements
- What the student thinks learning is
- What the student thinks knowledge is
- How the student conceives the discourse of the discipline

Condition 9

Feedback is received and attended to.

You may need to give extra encouragement to students to engage with the feedback you provide. By, for example:

- Asking students to specify, on their assignment, what they would like feedback on, and giving feedback on nothing else.
- Providing feedback but no marks, so that students have to read the feedback to get any idea of how they are progressing.
- Requiring assignments to be self-assessed (without any marks being involved) so that students Pay attention to whether teachers' views correspond to their own.
- Using two-stage assignments with feedback on the first stage, intended to enable the student to improve the quality of work for a second-stage submission, which is only graded.
- Providing a grade only after self-assessment and tutor feedback has been completed.

Condition 10

Feedback is acted on by the student. Encourage this by ensuring:

- Feedback is provided in good time.
- Feedback is forward looking.
- Feedback does not give unspecific guidance.
- Feedback does not assume understandings students do not have.
- Feedback addresses generic issues that can be applied to other assignments.
- Feedback is not discouraging.
- You follow up on your feedback so that students cannot ignore it with impunity.

How are the exams generated:

- At first the exams were generated by the class teachers after analyzing the tests results it was found that the exams are biased.
- Accordingly the school leaders decided that the coordinators are the ones responsible for generating the exams.
- The coordinators either use test generators CDs or ask the teachers to prepare exam models (question data bank) and they choose from these questions.
- The coordinators have to set the skills that needs to be assessed accordingly they set the exam time and the exams questions and difficulty level.
- The coordinators hand the exam sealed to the proctoring commission.

Define the proctoring commission:

- It is a commission which guarantees organization, accuracy and confidentiality of the exams procedure handling. Moreover, this ensures the distribution of the exams responsibilities on the different members of the staff from proctors, correctors and floor supervisors. The aim of this system / Commission is to supervise the security of the exam papers and that there is no possible cheating.

The proctoring commissions Jobs:

1. Organizing and writing the exams' time – tables.
2. Writing and distributing the students' seat numbers.
3. The confidentiality of the exams papers after they are given in by co- coordinators guarantees that there will be no leakage of exams.
4. Preparing and organizing test rooms according to the students' seat numbers.
5. Writing the test room students' lists, hanging these lists on the test rooms, and numbering these test rooms.
6. Preparing proctoring time-table for teachers to guarantee the presence of at least two teachers in each test room in order to prevent any possible cheating and to ensure silence of the test rooms.
7. Having a floor supervisor on every exam floor to proctor the exams as well.

How does the proctoring commission work inside the control room?

1. To write a report to show the beginning of this commission in the presence of the head of organization and proctoring commission.
2. To write a report to start opening the question sheets and distribute them on the proctors in total confidentiality.
3. To give in both the questions and answers sheets to the floor supervisors who gives it in turn to the test proctors in the right time to start the exams.
4. To receive the exams sheets from the exam proctors, checking the following
 - a. That the number of answer sheets is identical to the number of the present students.
 - b. That the answer sheets of the exam are in the same order as the seat number.
 - c. To count the absence in every test room and an absence form in the case of any absence.
5. To write the secret numbers on the answer sheets and to remove the students name slip off those sheets to ensure their secrecy.
6. To establish a corrections committee for every subject. To give the exam answer sheets to the responsible teachers, hand in the corrections and revision forms.
7. To receive the corrected answers sheets by number and the correction forms.
8. To double check the answer sheets, the corrections and the adding of the marks.
9. To write the students' grades / marks in the marks register.
10. To closely review the marks registers in order to verify their correctness.
11. The control personnel enter all the data on the school system "School everywhere".
12. The reports are then generated automatically.
13. Data analysis follows the report generation and is displayed in the control room for the coordinators and teachers to discuss the student's performance.

GPA certificate:

Below is a copy of the GPA certificates handed to the student after the completion of each grade the school calculates the GPA as follows 60% GPA & 40% Quarter test.

The rubric for the 60 GPA marks:

1. 10% Homework.
2. 30% class work: divided as follows:
 - 10% Participation.
 - 10% Behavior.
 - 10% Attendance
3. 20% Quizzes /projects

Reporting

Comprehensive reporting covers three major areas:

- reporting to parents (student reports)
- reporting to the administrators (quarterly reports)
- reporting systemic improvement (annual reports).

Data Analysis

1. The Benchmark tests are held in QIS every 6-7 weeks accordingly the Data Analysis committee starts after 2 weeks to analyze the data. The Data analysis committee meets with school leadership team/staff/ at least once after each benchmark assessment to present the outcome of the graphs and charts and discuss strategies and interventions for targeted below average students and Students with Disabilities.
2. School Quality Control Committee (SQCC) analyzes outcome data during summer hours as part of the Needs Assessment process for the upcoming year. SQCC use Benchmark Assessments, computer-based program, etc. to evaluate the previous year's School Improvement Goals and use this data to guide the goals for the upcoming year.
3. SQCC then plans: school improvement planning, leadership, educator quality, professional development, curriculum aligned and paced, and monitoring processes and plans.
4. School Improvement Plan is reviewed by the Board of Directors for accountability. Upon completion, the plan is School Board approved and made available to parents and community for review.
5. Each Head of department reviews their previous year's SIP goals indicating whether their goals were achieved.
6. The school creates a professional development calendar that includes data analysis which is available in the School Improvement Plan.
7. Data analysis team and coordinators meet to review and analyze individual student achievement data, grade level/content data, or school data as needed at the school level
8. Professional development is provided to all teachers, mentoring to new teachers, and providing progress monitoring, and data analysis activities. Professional Development provided include but not inclusive of: Lesson Study, Common Core, School Improvement, and data analysis. Quality professional development will be provided to better equip teachers with research-based strategies, tools, and methods to enhance teacher effectiveness. Training and support in data analysis, instructional focus calendars, and instructional strategies, professional learning communities such as Lesson Study, and alignment /Common Core Standards are supported by various resources.

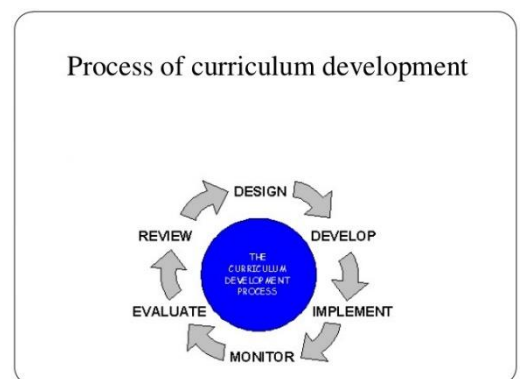
Curriculum Reviewing & Modification Policy

Why do we review our curriculum?



How do we review our curriculum?

- 1) During the scholastic year, data from student assessment of local and standardized tests are analyzed after each quarter by the subject teachers.
- 2) Instructional strategies are modified to meet the needs of every student.
- 3) Subject coordinators hold periodical meetings to get feedback on the analyzed data reports.
- 4) Coordinators and teachers conduct a complete analysis of the data of students' local and standardized tests and exams in all subjects and in all grades.
- 5) Subject coordinators meet at the end of the year and collect trend data reports from the previous scholastic years.
- 6) The modification of the curriculum is thoroughly analyzed to ensure vertical and horizontal alignment.
- 7) The most appropriate books and resources are selected to align with the new curriculum modification.
- 8) The school Quality Control committee in the final school meeting reviews the overall subject performance and the reports handed by the subject coordinators to discuss and approve the needs of the new scholastic year and ordered materials (online resources, etc.).
- 9) Professional development sessions are held (coordinators → teachers / head of departments → coordinators).



CHILD PROTECTION POLICY

School Standards

At El Quds American School, reasonable standards of acceptable behavior are enforced. The intent of our school rules is to ensure common decency and courtesy and to protect the rights of each student in the pursuit of an education free from disruption or inconvenience. Students are reminded that they must adhere to the code of conduct, not only for their own actions and are held accountable for all rules and responsibilities within this handbook.

Harassment

“ Harassment comes in many forms: physical attacks, verbal rebukes, teasing taunting, sexual provocations, put-downs, and spreading rumors.” Harassment may occur in-person or through a digital median. Other examples of harassment include bullying and stalking. In any form, harassment by any member of school community is considered a very serious offense that could result in serious consequences. To include permanent separation from our school community.

The intent of the perpetrator is to embarrass, intimidate, isolate, and reject a peer. It is an attempt by the perpetrator to exert power and gain an advantage because of physical strength or social status. It send the message that “you do not belong here. You are not wanted.”

Teasing is always defined as an experience that strengthens a social bond, not one that is meant to be painful and to isolate, diminish and tear down the other person. Harassment is when someone is bothering people or bullying them in order to hurt them. They want the person to be upset or cry make themselves feel more macho.”

Harassment occurs when “someone picks on you over and again. They may pick on you because of the way you look or how you dress or who you are. They feel like they have power or control over you.” Victims of harassment are commonly victimized because of their ethnicity, national origin, true or perceived sexual orientation, true or perceived economic status, religion, or physical characteristics, to include disabilities.

Harassment includes “teasing, taunting, name-calling, threatening, gossiping, tripping, shoving, hitting, kicking or scratching grabbing groping, or inappropriate touching, taking and hiding belongings, excluding or rejecting.”

Bullying

Bullying is any type of verbal, emotional or physical abuse against a person, which is a conscious, repeated, willful, and deliberate hostile activity, intended to harm and/or induce fear through the threat of further aggression.

Verbal Bullying

1. Name calling, teasing.
2. Making fun of or being disrespectful of another person's physical characteristics, nationality, creed or beliefs, color, size, physical challenge or disability, family problems, ability to learn, or athletic ability.
3. Using inappropriate language (i.e., swearing).
4. Spreading lies or rumors about a person.
5. Laughing at another's misfortune.
6. Inciting others to fight or bully someone in any way.
7. Putting someone down.

Threatening

1. Threatening to physically hurt a person if she/he does not comply with the bully's requests.
2. Using antagonistic language toward someone, e.g., "I don't like the way you're looking at me."

Social Exclusion

1. Not allowing a person to play with or to participate in group activities.
2. Forming a circle of friends or group on the playground or in the hallways so that another person cannot join in.
3. Speaking with group so that one person is excluded either because of language or slang used by only a group.
4. Ignoring person.
5. Refusing to be someone's friend or participating in a group's efforts to isolate or exclude someone.
6. Refusing to allow someone his or her place in a line or on the bus.

Physical Bullying

1. Pushing or shoving someone, hitting someone, poking or jabbing someone with hands, fingers or objects such as pencils, stick, etc.

HYGIENE POLICY

School Hygiene Policy Statement

In schools, where children are in close and frequent physical contact with each other, infectious diseases can spread rapidly. New Elquds International School, will seek to help protect children and staff from infections and reduce the risk of outbreaks by ensuring;

- Rigorous hygiene procedures are in place
- Ensure information is provided to parents and staff on keeping infectious children and staff away from school to prevent contamination.

The development of a whole school approach to hygiene is essential in ensuring consistent messages and the development of skills in a supportive school environment.

1. Introduction

The content of this policy outlines the pattern of development through learning about hygiene, which students who attend New Elquds International School will follow. The policy refers to the teaching of health and wellbeing, with regard to students in the Foundation phase and Key Stage

Education about hygiene can help children make informed choices that can impact their health. Children's physical development depends upon the attention given to proper nutrition, sufficient exercise, appropriate hygiene, safety, and positive healthy choices. Children need to appreciate the relationship between diet and growth, between exercise and wellbeing, and between personal hygiene and disease.

We consider the role of New Elquds International School to support families and the wider community, by ensuring the ethos of the school is established as a health promoting environment.

2. Aim

To establish and maintain life-long healthy lifestyles and good hygiene habits and to provide a clean and hygienic school environment to promote the welfare of children and staff

3. Objectives

- To ensure all aspects of good hygiene, which is encouraged among students, staff, and visitors
- To provide consistent messages in school about good hygiene within and outside of the taught curriculum
- To increase students' knowledge, understanding, experience and attitudes towards good hygiene
- To ensure that the provision for hygiene in school reflects the cultural and medical needs of all pupils
- To ensure that the school environment is a hygienic place to learn and work in Largely, education about hygiene will take place in QAS lessons, although some aspects will be addressed within daily routines and on an incidental basis. Staff will raise children's awareness of good hygiene practices by teaching them about the importance of;
 - hand washing
 - nose wiping and disposal of tissues
 - the spread of infection through coughing and sneezing
 - food and kitchen hygiene
 - Puberty and growing up

Delivery

At New Elquds International School, pupils will learn about hygiene using approaches that provide:

- Consistent accurate information presented simply and clearly
- Access to peers and credible adult experts, in addition to teachers
- Stimulating and enjoyable tasks

Outside Speakers (Professionals)

People from external medical agencies are invited into the school to contribute their specific expertise in all aspect of hygiene where required along with School Doctor and School Nurse

5. Environment

To assist the school in achieving lawful compliance, all the staff members will ensure that:

- the school premises (furniture, furnishings and fittings) are clean and safe
- a documented program of cleaning for the entire school is in place
- all cleaning chemicals and equipment are stored safely in a lockable cupboard
- waste is removed promptly and is not allowed to accumulate
- well-maintained toilet facilities are provided where students feel comfortable and safe and have open access to throughout the school day
- provision for suitable, sufficient and readily accessible hand washing and drying facilities for staff and children are available.
- a maintenance contract is in place for all water coolers in the school
- use notices, posters and staff meetings to promote good hygiene practices
- a list of notifiable diseases is kept and senior staff are familiar with local guidelines and procedures for notifying the Environmental Health officer of outbreaks of disease.
- display a list of addresses and telephone numbers for key health contacts including the nearest Accident and Emergency Department, Health Centre, and Environmental Health officer

School health Service

A registered doctor and a nurse are available at school throughout the school day. Matters pertaining to student health should be directed to the school doctor. The doctor gives immunizations required by the School Health Department with permission from the parents. Medicines are administered to students only with written permission from the parents.

Vaccinations

The clinic stays in touch with the Ministry of Health to stay informed about any outbreak of infections. Details regarding current vaccination sent out to parents for their information and written consent. Records of previous vaccinations are kept on file with the school nurse.

Illness at School

When ill, students will be sent to the doctor's clinic, and the doctor will determine the nature and degree of illness and the course of action to be followed. The nurse will notify the School office if a student is to be sent home. When the doctor or the school office determines that a student is to be sent home for illness, parents will be asked by telephone to come to school to take the student home. The student will wait in the school office until notified by the gate personnel that his or her transportation has arrived.

Accidents and Injuries

1. Students must obtain a pass from their regular teachers before reporting to the doctor; students must also report to the office before and after their doctor visit.
2. Injuries that occur at school must be reported to the doctor. **STUDENTS MUST NOT ATTEMPT TO MOVE ANYONE WHO CANNOT MOVE HIM or HERSELF** but must get the doctor to help. Students injured at school receive first aid from school doctor.
3. In case of major or a suspicion of any surgical operation. The student is carried immediately to the hospital accompanied by an advocate and mean while the parents are notified.

Fire, Emergency / Evacuation Policy

In accordance with school regulations, students will be instructed and trained in evacuating school buildings so that in the event of emergency, they may do so in the shortest possible time without confusion or panic. Fire Drills are held periodically, at least once per semester. Sometimes there will be no prior warning of a drill, but every drill should be handled as if it were a real emergency. Teachers should go over the procedures for a drill with their students early in the year. A quick, orderly evacuation should be stressed. Evacuation routes are posted in each room.

Students should be reminded that, at the sound of the siren, everyone should immediately stop whatever s/he is doing, quietly exit the classroom, and proceed to the designated area. Students who are outside the classroom should go immediately to the designated area.

Field Trips

Field Trips are classified into:

- Educational Field Trip
- Overnight Field Trip

Field trips promote unity among students and add another dimension to the learning process. In general, teachers are encouraged to organize field trips as part of instruction and for enrichment.

Each Lower School class should have at least 1 field trip per quarter. Field trips for the Upper School will be determined by course needs and will vary from year to year.

Parental permission must be obtained in advance.

Parents must agree to sign a waiver of school responsibility for such trips.

Faculty sponsors should encourage all students to go on field trips.

Arrangements must be made for any student not going on the trip. It is left to the discretion of the teacher whether a project should be assigned for students not attending the field trip or a make – up - class.

Educational Field Trip

QAS organizes itinerary and programs of activities to ensure that the time is well spent and the objectives attained.

Overnight Field Trip

Eligible Overnight Field Trips include, but are not limited to, the following:

- Fine arts performances
- Athletics competitions

Conduct on School Trips / Activities

Students are held responsible for their conduct while attending or participating in school sponsored activities beyond the regular school day. During this time, students are subject to all regulations of the school and will be governed accordingly.

Community Services

El Quds American School has many activities, which support community service, through related classes as well as special charity drives that may be initiated and organized by administrators, teachers, students, or parents. All intended projects must be pre-approved by the headmistress and the principal.

Students Awards

QAS students are honored for outstanding performance in their subject areas and different activities. At the end of the year, speech days are held for such celebrations. Awards may vary from year to year but always include Honor Roll.

Athletics and activity awards are given to the student who

- is a role model in preparation, participation and work ethic.
- is faithful and consistent in attendance to practices, performances and matches
- exhibits exceptional abilities and skills in multi sports or activities
- combines excellence in athletic and in cultural activities.

AWARDS CEREMONIES AND GRADUATION

Athlete of the Year Award: This award goes to an outstanding athlete. This award is presented at the awards ceremony at the end of the school year

Award of Distinction: An award is presented to the outstanding students (98% +) in each grade for each department at the end of each semester

Citizenship Awards (High school): This award is presented to male and female students who have demonstrated outstanding service to the school and community throughout the semester.

Student of the Year Awards (Grade 12): This special award is presented to the outstanding male and female student in the twelfth grade at the graduation ceremony. To qualify, the student must have received an Honor Roll Certificate and exhibited the following character traits: leadership, positive attitude, courtesy, respect for others, and integrity.

Library Services

Teachers and students are invited to use the school library on school days from 7:00 a.m. to 3:00 p.m., Sunday through Thursday.

The library may be used by individuals for research, study and book checkout. Teachers may arrange with the librarian to bring their classes to the library for research. Students are expected to quietly read or study and to help keep the library clean. No audible conversation, eating or drinking is permitted in the library.

Books may be checked out for 3 weeks and may be renewed if another student has not requested them. Students may check out as many as 4 books. Encyclopedias and other reference books will not be checked out but are available for use in the reference area of the library

Library Card

Each student will be issued a library card at the beginning of their enrollment at QAS. Students must present their library card to check out materials.

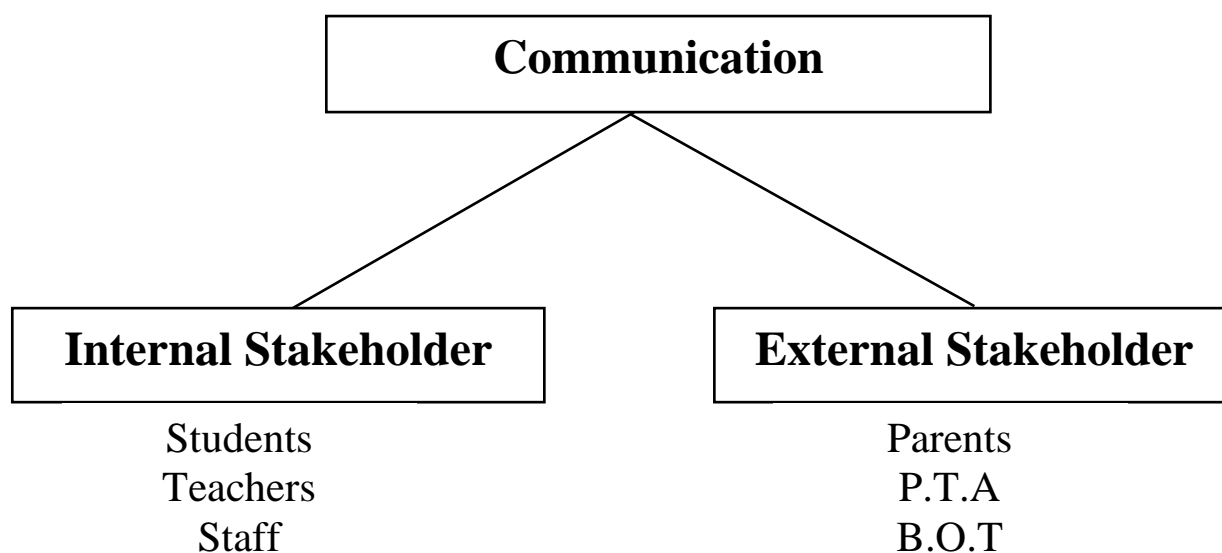
Overdue Books

It is the responsibility of the student to return books by the due date. Students with overdue books are not eligible to check out library materials or to receive report cards or progress reports.

Loss of Books and Other Materials

If a book or other library material is lost, the person to whom it is checked out must pay for its replacement. Progress reports and report cards may be withheld from students who have unpaid replacement charges.

Parents'-Students'-Teachers' Communication



Students

1. Student Handbook
2. Meeting
3. S.M.S
4. Whatsapp
5. E-Mail
6. Website (School everywhere)
7. Google classroom in Google apps.
8. Letters
9. Surveys
10. Progress reports

Parents

1. Open door policy
2. Orientation day
3. School parent's meetings
4. School everywhere
5. Facebook page
6. Whatsapp
7. Mobile app.
8. Surveys

Teachers and Staff

1. Staff Handbook
2. Written messages (Memos)
3. Meetings
4. S.M.S
5. Whatsapp
6. Surveys

QAS keeps in touch with student's parents to inform them of their child's progress. This may be done in a number of ways:

1. Orientation

New students are scheduled for a conference with the counselor to discuss enrollment, select courses, and receive orientation to the school.

The counseling office is dedicated to helping students in both academic and personal concerns, we have an open door policy and are anxious to assist each student in any way we can.

2. Student Report

Written progress reports from teachers to parents may be sent at any time during the school year.

Progress reports are used by teachers to inform parents of student performance and behavior.

Teachers may also wish to phone or email parents directly, especially when circumstances require discussion or clarification. Formal progress reports are distributed to parents four times during the school year at the mid-point of each grading period

3. Parent-Teacher Conference

Parent-Teacher Conference days are designated on the School Calendar. Their purpose is to give parents a clear insight into the child's total school experience, and to promote two-way communication between parents and the school.

All parents are welcome. All parents of students 1-12 are required to attend the Parent / Teacher Conference Days.

At any time during the year, a parent or teacher may request a conference. Appointments for conferences can be arranged individually through the office or by letter.

Parents have the right to discuss with the teacher their child's progress, including the grading policy and how the grade was determined.

4. Website

El Quds website contains a news section and upcoming events that inform the community about current meetings, programs, performances, or student events that are of interest to the community at large. General information is posted annually and updated as needed; parents can access the policy manual, graduation requirements, the School schedules, classroom supply lists, and the strategic plan. The website also provides a place for descriptions and pictures of past events.

Website <http://www.elquds-schools.com> .

5. Phone/SMS/E-mail

Teachers and administrators can be reached by telephone on school days between 8 a.m. and 3 p.m. Due to their teaching expectations, teachers may not be able to take a phone call during school hours, but a message can be left with the receptionist or the divisional secretaries. QAS uses e-mail communications to connect with both internal and external audiences, Parents can also e-mail all teachers through their accounts (school everywhere)

6. Survey

Surveys will be used to assess certain people's opinion and to collect quantitative information.

NEW EL QUDS INTERNATIONAL SCHOOL



Calendar 2020-2021

September 2020							October 2020						
Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						

15th Back To School G1,12
 16th Back to School G11
 17th Back To School G2,3
 21st Back To School G10,4,5,6
 23rd Back to School 7,8,9

6th Armed Forces Day
 24th Birthday of Prophet Mohamed

November 2020							December 2020						
Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

15th : 1st Quarter Exam

January 2021							February 2021						
Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28					
30	31												

7th Christmas Day
 17th :2nd Quarter Exam
 25th Police & Revolution Day

6th to 18th Mid Year Vacation
 21st Back To School(3rd Quarter Starts)

March 2021							April 2021						
Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

19th Taba Liberation Day

4th : 3rd Quarter Exam
 12th Ramadan Starts
 17th Easter Holiday
 25th Sinai Liberation Day

May 2021							June 2021						
Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		

1st Labor Day
 13th-16th Eid El Fetr Holiday
 23rd :4th Quarter Exam

19th Thanawya Exam Start
 30th :2nd Revolution Day

 	ACT Exams
 	Official Holiday
 	Day OFF
 	Quarter Test Starting

Dates on this Calendar subject to change according to unforeseen situations.