

PARENTS' **HANDBOOK** 2025-2026 (Upper Secondary)



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Welcome to Ethos

Dear Parents,

It gives me great joy to welcome you and your children to a new academic year in Upper Secondary. This stage is a defining one, where students begin to shape their ambitions, strengthen their skills, and prepare to step with confidence into the world beyond school. Our vision is to see your children flourish not only as successful learners but also as resilient, balanced, and compassionate young adults. We believe in empowering them to take ownership of their learning, to aim high, and to understand that true achievement comes through effort, perseverance, and integrity.

As parents, your encouragement and trust are essential in helping them grow in independence, responsibility, and self-belief. Together, we can ensure they leave Ethos not only with strong academic outcomes but with character, confidence, and a sense of purpose.

I encourage you to remain closely connected with us and to celebrate every step of your child's progress. With our shared commitment, I am confident we will witness them flourish in ways that make us all proud. May this academic year be one of growth, accomplishment, and inspiring moments.

Sincerely,

Germin Sherief

Head of Upper Secondary

Vision

To be a vibrant educational institution that aspires to develop ethical individuals who are knowledgeable, skillful and with a deep-rooted sense of identity.

Mission

To be a vibrant, deep-rooted educational institution which empowers minds and builds ethical characters while preserving identity through,

- Offering an engaging curriculum that accounts for different learning styles and creates lifelong learners.
- Attracting and retaining a highly competent workforce, that is highly trained and effectively monitored.
- Creating, maintaining and developing the facilities needed to offer our programme.
- Providing the educational tools required for effectively delivering our curriculum.

Values

We live and breathe five values that form the basis of everything we do.

- Integrity
- Pursuing Excellence
- Continuous Improvement
- Respect
- Caring

1. Pupils Arrival, Attendance, and Dismissal Guidelines

1.1. Arrival in the Morning

- **Punctuality:** Pupils are expected to arrive on time in accordance to their individualised schedules.
- **Valid Reasons** for Lateness:
 - Family emergencies (e.g., hospitalization).
 - Traffic incidents (verified by the transportation department).
 - Vehicle issues (e.g., flat tire).
- **Parent Notification:** Parents should inform the school if they anticipate being late.
- **Entry Procedure:**
 - Pupils with valid reasons enter normally after validation.
 - While reasons are being verified, access may be temporarily restricted.
- **Lateness Records:** lesson will be attended however pupil will be recorded as absent in the attendance sheet.
- **Respect for Staff:** Rudeness or aggression towards staff enforcing this policy will not be tolerated.

1.2. Attendance:

- **Attendance in IGCSE Subjects:**
 - Flexible-hour system in years 11 & 12:
Years 11 & 12 pupils follow a flexible-hour schedule based on their subject choices. They leave after they finish all their IG subjects as well as scheduled Arabic and non-core subjects.
 - Minimum Attendance Requirement:
The exam boards and the Ministry of Education require a minimum of 85% attendance in each IGCSE subject.
 - Consequences of Low Attendance:
If attendance falls below 85%, the student may be disqualified from sitting for the exams.
 - Attendance Calculation:
Each subject typically includes 60 sessions per year. 85% attendance equates to attending 51 sessions, allowing a maximum of 9 absences.
 - Emergency Absences:
In cases of unavoidable emergencies, please notify the school promptly.
 - Parental Responsibility:
Parents are encouraged to monitor and support their child's attendance to ensure consistent learning and exam eligibility.
- **Managing attendance in IGCSE subjects:**
 - After 3 Absences:
 - A meeting is held with the pupil and the Head of Upper Secondary.
 - Pupil is required to catch up on missed work.
 - Attendance is monitored closely.
 - After 6 Absences:

- A meeting is held with parents and the Head of Upper Secondary.
- Reasons for absence are explored.
- A catch-up plan is agreed upon.
- The consequences of further absences are clearly outlined.
- After 9 Absences:
 - A second meeting is held with parents, the Head of Upper Secondary and the Head Teacher.
 - Reasons for absence are re-evaluated.
 - A decision is made regarding the potential withdrawal from the subject.
- **Attendance in Non-Core Subjects**
 - Broad Curriculum Focus:
Ethos provides a well-rounded curriculum that supports overall development, extending beyond just exam subjects.
 - Minimum Attendance Requirement:
85% attendance is required in all subjects, including non-examined ones.
 - Parent Meeting:
A parent meeting is scheduled if attendance falls below 85% in any non-exam subject.
 - Consequences:
Year 10: Poor attendance may result in no flexible learning opportunities in Years 11 and 12.
 - Years 11 & 12:
Non-attendance in non-exam subjects may lead to a loss of flexible learning options.

1.3. End-of-Day Dismissal:

Pupils in Years 10, 11, and 12 will receive self-dismissal card. To receive this card, parents must complete and sign an annual consent form at the School Office.

1.4. Early Departure:

- **Emergency Situations Only:**

Pupils may leave school early only in cases of emergency. Parents must submit a request note through the Parents' Communication System specifying the time and reason for early departure, or they may contact the School Office directly. Proper approval is required before any pupil is permitted to leave.

- **Sports Competitions and Events:**

For early departure due to sports competitions or events, parents must submit:

A letter and the match schedule (stamped by the sports club or sports federation).

Documents should be sent via email to the PE Head of Department and the School Officer 48 hours before the match day for approval.

- **Medical Appointments:**

Doctor or dentist visits should be scheduled outside school hours unless it is an emergency.

2. Upper Secondary Academic Overview

2.1. Curriculum Structure:

At Ethos International School, we are committed to delivering a robust and flexible curriculum that empowers students in Upper Secondary (Years 10, 11, and 12) typically study a combination of **obligatory** and **optional** IGCSE subjects. Our curriculum is purposefully structured to align with various university admission pathways, both locally and internationally. This alignment ensures that students are academically prepared to pursue their chosen higher education goals.

2.2. The curriculum supports three main university entry pathways:

- **Theoretical Universities:**
 - **Year 10:** Students typically study **4 to 5 O-Level subjects**
 - **Year 11:** Students continue with **3 to 4 O-Level subjects**
 - **Total:** Students are expected to complete 8 O-Level subjects over the two years.
- **Medical Sector Pathway:**
 - **Mandatory** O-Level Subjects: English, Mathematics, Biology, Chemistry, and Physics
 - **Additional** O-Level Subjects: Any 3 other O-Level subjects of the student's choice.
 - **Advanced** Level Requirements: Students must take either:
 - A-Level Biology, or
 - AS Biology plus AS Mathematics or AS Chemistry
- **Engineering Sector Pathway:**
 - **Mandatory** O-Level Subjects: English, Mathematics, Chemistry, and Physics
 - **Additional** O-Level Subjects: Any 4 other O-Level subjects
 - **Advanced** Level Requirements: Students must take either:
 - A-Level Mathematics, or
 - AS Mathematics plus AS Physics, AS Chemistry, or AS Accounting

Note: The above university pathways are designed to meet the subject requirements of public universities. If students wish to apply to private universities or international institutions, they must contact the respective university to confirm the required subjects and ensure their subject choices are aligned accordingly.

2.3. IGCSE Examination Boards and Subject Offerings:

The school offers a wide range of subjects through three major IGCSE examination boards:

- **Cambridge Assessment International Education (Cambridge)**
- **Pearson Edexcel (Edexcel)**
- **Oxford AQA (Oxford)**

Students are encouraged to select courses that align with their academic goals, university aspirations, and individual interests. Each examination board offers unique strengths and slightly varied approaches in terms of subject content, assessment formats, and grading criteria. Below is an overview of the subjects offered under each examination board:

Cambridge	Oxford	Pearson
<ul style="list-style-type: none">• Languages:<ul style="list-style-type: none">➤ French➤ German➤ Arabic• Sciences:<ul style="list-style-type: none">➤ OL Physics➤ Combined Science• Social Sciences:<ul style="list-style-type: none">➤ Business Studies➤ Accounting➤ Economics.• Humanities:<ul style="list-style-type: none">➤ Environmental management• Technology:<ul style="list-style-type: none">➤ Information and Communication Technology (ICT)➤ Computer Science	<ul style="list-style-type: none">• Languages:<ul style="list-style-type: none">➤ English Language.	<ul style="list-style-type: none">• Sciences:<ul style="list-style-type: none">➤ OL Biology➤ OL Chemistry➤ AS Biology• Mathematics:<ul style="list-style-type: none">➤ O-L Mathematics➤ AS Mathematics.

2.4. Subject Choice Policy for Years 10 to 12:

- **Academic Review:**

All Year 9 students will undergo a thorough academic performance review. One-to-one consultation sessions will be provided to support subject selection, with particular attention given to students who demonstrate academic challenges. In specific cases, students with significant academic concerns may be advised to enroll in only four subjects in Year 10, based on their performance in mock exams.

- **Obligatory Subjects:**

Beginning in Year 10, Mathematics, Chemistry, and English are mandatory subjects. This decision is informed by the entrance requirements of top local and international universities.

- **Subject Selection Criteria:**

The final list of subjects offered will be influenced by both student interests and the entry requirements of the universities that students intend to apply to. The aim is to provide a curriculum that supports a wide range of post-secondary pathways while ensuring academic readiness.

- **Non-Core Subjects:**

In addition to IGCSE subjects, students have access to a variety of enrichment and skill-based programs to support holistic development. These include: Art & Design, Skill-Up Program and Physical Education.

- **Ministry of education Subjects:**

To ensure cultural and national identity, the following subjects are also included in the curriculum: Arabic, Religion, History and Civics. Ministry exams for years 10 and 11 are scheduled by the Ministry of Education and are usually held in January and May. Year 12 pupils (Thanaweya Amma) will sit the Ministry examination in June in order to receive their certification.

2.5. Criteria for Hiring Part-Time Teachers:

- Hold a relevant subject degree or equivalent qualification.
- Have prior experience teaching IGCSE and/or A-Level curricula.
- Demonstrate strong classroom management and effective communication skills.
- Align with the school's vision and core values.
- Show a clear commitment to student success and academic excellence.
- Deliver specialized instruction that meets Ethos International School's academic standards.

2.6. Upper Secondary Assessment Pack – Academic Year 2025–2026

- **Assessment Cycle Overview:**

- To support academic excellence and ensure students are well-prepared for their IGCSE journey, Ethos International School follows a structured assessment cycle throughout the academic year.
- Each checkpoint provides timely feedback, guides progress, and informs subject selection and exam readiness.

- Ethos uses both formative and summative assessments to support and measure student learning:
- **Formative Assessments:**
 - Ongoing tools such as homework, quizzes, and in-class assessments that offer regular feedback and help identify learning gaps.
- **Homework Policy:**
 - Teachers assign homework and specify the required format (soft or hard copy).
 - Clear instructions must be given, including:
 - How long the assignment is expected to take?
 - What resources pupils are allowed or encouraged to use.
 - Pupils should be informed of what to do if they need help or clarification.
 - Homework should be checked and corrected regularly.
 - Grades must be recorded in the gradebook consistently.
 - Consequences for Missing Homework:
 - 1st Missing Homework: Verbal warning is given. The pupil is reminded and asked to submit the homework.
 - 2nd Missing Homework: The pupil completes the late homework during break or free periods. An informative email is sent to parents.
 - 3rd Missing Homework: Parents are contacted via phone call. The pupil is placed under close monitoring and follow-up.
- **Summative Assessments:**

These include term exams and mock exams that evaluate cumulative knowledge and exam performance under formal conditions.

All formal assessments are conducted in strict exam settings to prepare students for external examinations and promote academic integrity.

- **Weeks 6 & 7: Mid-Term 1 Exams:**

Held during the sixth and seventh weeks of Term 1, these exams provide an early benchmark to assess students' academic progress.

During the first parent-teacher meeting, we review the results and discuss each student's performance, identifying areas where support may be needed.

This checkpoint ensures students are aligned with academic expectations from the beginning of the year.

- **Weeks 15 & 16: Autumn Term Exams:**

Autumn term results are critical indicators of each student's readiness for their selected IGCSE subject pathways.

These results highlight strengths and areas for improvement and help guide the subject selection process for Year 10 students.

Students who do not meet expectations will be scheduled for a meeting with the Head of Upper Secondary to confirm or adjust their subject registration.

- **Weeks 29 & 30: Mock Exams:**

Mock exams serve as a vital rehearsal for final IGCSE examinations.

They provide a realistic exam environment that mirrors actual IGCSE conditions, enabling students to apply their knowledge and practice time management.

The results offer valuable insight into exam readiness, showing both strengths and areas needing further revision so that students can make targeted improvements before the final assessments.

2.7. Access Arrangements for Examinations

- **Supporting Students with Additional Needs:**

- The Learning Support Department works closely with students, teachers, and examination boards to ensure that all eligible students with additional needs are provided fair and appropriate access to assessments.
- This process is called Access Arrangements and may include accommodations such as extra time, a reader, a scribe, supervised rest breaks or toilet breaks for medical reasons, or the use of assistive technology.
- Access arrangements are governed by regulations set by the relevant examination boards: Cambridge Assessment International Education (CAIE), Pearson Edexcel and Oxford AQA.

- **What Parents Need to Know:**

To secure access arrangements for your child, the examination boards require robust documentation and evidence of need. This includes:

- A recent diagnostic report or professional assessment:
 - Must be conducted by a qualified specialist (e.g., educational psychologist, speech therapist, medical consultant).
 - Should clearly outline the diagnosis and specify the recommended accommodations.
- A history of need and provision (normal way of working):
 - Evidence must show that the student regularly receives this support in school (e.g., extended time during tests, use of reader/scribe).
 - This is usually documented by the school over time and forms part of the application.

- **Parental support with paperwork:**

All documentation must be submitted on time for students taking IGCSE exams in Year 10 or 11.

- **Important Notes:**

- Access arrangements must not give an unfair advantage, and all applications are subject to approval by the examination boards.
- Access arrangements are not automatic and must be evidence-based and regularly reviewed.

- Late or incomplete documentation may result in delayed or denied accommodations.
- If you have questions about access arrangements or documentation, please contact the Learning Support Department.

2.8. Malpractice During Official Exams:

Malpractice is any action that violates exam regulations and compromises the integrity of assessments and certificates. It can occur before, during, or after scheduled exams or assessments and may be:

- Intentional, aiming to gain an unfair advantage.
- Unintentional, resulting from carelessness, forgetfulness, or lack of awareness of regulations.
- Uncontrollable, due to unforeseen circumstances.
- Examples of Candidate Malpractice:
 - Bringing or accessing unauthorized materials in the exam room.
 - Disruptive behavior (e.g., talking, offensive language).
 - Copying from another candidate.
 - Collusion or sharing work with others.
 - Plagiarism: Submitting someone else's work as their own or failing to credit sources.
 - Seeking, obtaining, or sharing confidential or fake exam material.
 - Ignoring invigilator instructions or exam security measures.
 - Stealing or deliberately destroying another person's work.
 - Including offensive or inappropriate material in coursework or scripts.
 - Impersonation: Pretending to be someone else or arranging for someone else to take the exam.
 - Altering or falsifying exam results or certificates.
 - Any behavior that undermines the integrity of the exam process.

2.9. Registration Policy

• Examination Registration Policy

Pupils are required to confirm their subject entries, including specific options such as Extended or Core levels, for each examination session.

• Special Accommodations

The school will email pupils asking if they require special accommodations. Pupils must provide supporting documentation (e.g., medical certificates or psychological assessments) in a timely manner.

• Registration Communication and Payment

Upon receiving the registration details from the examination boards, the school shares the price list and payment deadlines with pupils. Please note that missing these deadlines may result in late entry fees.

- **Provisional Statements of Entry**

Each pupil signs a Provisional Statement of Entry per examination board. This signature confirms the authenticity of the information. Pupils must verify all details carefully and report any discrepancies to the school's Examination Officer immediately.

- **Examination Timetables**

Pupils receive an official timetable indicating the dates, times, and venues of their examinations.

2.10. Results Original Certificates

- **After each examination session, pupils receive the following documents:**

- ✓ Provisional Statement of Results: Issued shortly after the release of results
- ✓ Original Statement of Results: Issued within approximately two weeks of the results release
- ✓ Original Certificate: Issued around two and a half months after the results release

- **The process varies by session:**

- ✓ November Session (Cambridge): Results released in January
- ✓ January Session (Edexcel): Results released in March
- ✓ June Session (Cambridge, Edexcel, Oxford AQA): Results released in August

- **Important Notes:**

- ✓ Original certificates are issued only once and cannot be replaced if lost.
- ✓ Extra copies of statements may take up to two months to process and incur an additional fee.
- ✓ The exact release dates are communicated to parents via Skolera for each session.

- **Enquiries About Results (EAR) After results are released, pupils may request:**

- ✓ Re-marking – A review of the marking of their paper.
- ✓ Clerical Check – To ensure marks are correctly totaled and recorded.
- ✓ Access to Scripts – To review their original answer sheets (where allowed).

- **Be mindful of:**

- ✓ EAR deadlines and associated fees, which are set by the examination boards and communicated shortly after results are released.

- **Subject Choices Following Results:**

- ✓ Pupils may need to confirm or adjust their subject selections for further studies based on exam performance. Admission to advanced courses will depend on meeting prerequisite requirements, with **a minimum grade of 6** in the OL subject required to proceed to the AS level.

2.11. Evaluation Scales and Equivalencies:

IG Grading System (OL)	Equivalency for Egyptian State University Entrance
9	100% (Highest Grade)
8	100%
7	95%
6	88%
5	82%
4	70%
3	Below 70% (Not accepted at universities)
2	
1	
U	

AS & AL Grading System	Equivalency for Egyptian State University Entrance	
	AS Level	A Level
A*		100%
A	95%	95%
B	85%	85%
C	70%	70%
D	60%	60%
E	Below 60% (Not accepted at universities)	
U		

2.12. Character Education

- **Skill Up 2.0:** (Begins today... continues tomorrow... and never ends)
 - A dynamic extension of Ethos Character Education for Years 10–12.
 - At Ethos International School, character education is a cornerstone of our mission to develop well-rounded, value-driven students. Our Ethos Character Profile unifies values across all year groups, built on five core principles: Integrity, Continuous Improvement, Respect, Caring, and Pursuing Excellence.
 - Starting in Year 10, this foundation evolves into Skill Up 2.0, Student-Led Skills and Values Clubs. This program dedicates one hour each week to hands-on skill development, core value practice, and real-world impact.
- **Why Skill Up 2.0?**
 - From Values to Mastery: Each club focuses on a professional skill (e.g., public speaking, project management) tied to an Ethos value, ensuring students understand, appreciate, and apply these principles.
 - Future-Ready Portfolios: Leadership roles, service hours, and project outcomes are documented for university and career applications.
 - Community Impact: Student-led initiatives enhance campus life and contribute to the broader community, blending character with competence.

- **Program Overview:**
 - Students vote on the skills they want to lead and learn, covering themes like Media & Communication, Leadership & Enterprise, and more. Each club actively embodies values in action. For instance, the Media and Communication Club emphasizes Integrity in reporting and Respect for diverse perspectives.
 - Every half-term, students select one of two clubs to join for focused skill-building. Clubs are managed by a Student Committee (President, VP, Secretary, PR, Logistics) with mentorship from a Character Education teacher-facilitator.
- **Social Impact & Service:**
 - Students also plan an End-of-Year Service Project that applies their skills and values to real-world challenges.
 - Example: Organizing fundraising campaigns to build roofs for underprivileged families and participating hands-on in the building process.
 - Skill Up 2.0 empowers Ethos students to unite competence with character, preparing them with the skills the future demands while living the values the world needs.

2.13. Counselling

Counselling at EIS provides professional services and programs that help our pupils resolve social, emotional or behavioral problems and help them develop a clearer focus or sense of direction. Counselling is a relationship built on confidentiality and trust—pupil trust, parent trust and teacher trust, which we pertain to at school. Pupils may be referred to the School Counsellor for individual and/or small group counselling by their teachers, HOD, self-referral and/or parents. Once a referral is made, the School Counsellor sets up a meeting with the referred student. You will be notified and a letter with a consent form will be sent to you for your approval before proceeding with the process. It is our aim to earn your trust and collaboration throughout this journey.

- **Who provides the counselling at school?**

The school counsellor is Ms. Doaa El Karmouty, who is suitably qualified in school-based support and counselling. Counselling services provided:

Counselling focuses on providing support for the school-based context. This provision is not therapeutic. It includes:

- Individual /small group counselling sessions
- Year group /classroom guidance
- Consultation with teachers, parents, and administrators
- Special awareness events and assemblies
- Coordination with learning Support and CE

In complex cases, the school will recommend to parents to consult a specialist outside school.

- **Counselling process:**

- Referral

If a child is referred to the school counsellor, the very word “counselling” may sound like a mysterious process, but it is not. School Counselling focuses on the personal, social, and behavioural development of pupils. Adequate information is the foundation of trust—all stakeholders must have information about the limits and processes of counselling. The following information describes the overall process of counselling.

- How does a pupil receive counselling at school?
 - Referral of pupils for counselling services occurs when the pupil shows signs of underlying personal, social, or emotional problems or struggles.
 - If the pupil is showing ongoing behavioral problems that are not responsive to any interventions, he could be referred to Counselling for further investigation.
 - Students may be referred to the school Counsellor for individual and/or small group counselling by their HOK, self-referral or through a parent. Once a referral is made the school Counsellor sets up a meeting with the referred pupil and she proceeds with the process.
 - If the pupil has an emergency, they should come to the counselling office immediately.
 - The emergency is the 3 hurts (Pupil hurts himself/herself, pupil hurts someone else, someone hurts him/her)
 - Parents referral occurs by completing the school counselling referral form through this link. <https://forms.gle/CF2zQ46MZCwCVGsf7>

It is your choice to give consent for your child to receive counselling.

- **What will counselling for your child involve?**

Counselling may include small group or individual sessions. During the sessions, your child and the counsellor will work together to understand the problem, the present and future consequences, develop goals for change and a plan of action for change. Pupils sometimes may need a safe environment to share their challenges and feelings to be able to handle them by which Counselling can help.

- **How is information shared?**

Trust is the basis for effective counselling. The ethical guidelines of all Counsellor Associations emphasize the importance of confidentiality between school counsellors and pupils at the same time recognizing the rights of parents. As a parent or guardian, you must trust that the counsellor will “take good care of” one of your most prized possessions. Your child must know and trust that, what is shared with the counsellor will stay with the counsellor unless he or she gives permission to share information or if the counsellor suspects the child is in danger of being hurt by others, hurting himself, or hurting others.

- **Confidentiality:**

Trust and confidentiality work together. Counselling records do not become a part of the permanent record of the pupil except as required by school board. A record may indicate that a pupil was seen by the school counsellor; however, the topics discussed are not included unless required by the school board. The requirements of the Family Education Rights and Privacy Act (FERPA) are enforced, information will not be released to anyone outside our school without your written permission. The counsellor may talk with the classroom teacher about how he or she can help your child in the classroom; however, specific information will not be shared.

All pupils have the right to keep the information they are sharing confidential unless it involves any of the 3 exceptions. (Hurting oneself, hurting others, being hurt)

- **Possible outcomes:**

Through counselling, your child may be taught strategies to help him or her make more effective and healthier decisions, increase the ability to set and reach goals, build better relationships with others, and be more successful in school. We all must realize that changes take time; his or her problem did not develop overnight, nor will it disappear overnight. Counselling will be successful when pupils, school counsellors, teachers, and family members work together.

2.14. Educational Trips:

- EIS values educational trips as essential for the social, moral, and academic development of students.
- Trips are designed to extend learning beyond the classroom, connecting lessons to real-world experiences.
- They may be sports-related, historical, cultural, scientific, or geographical.
- Trips can take place during the school day or may require overnight stays.
- Years 10, 11, and 12 have one planned overnight trip each academic year.
- All trips are risk-assessed and approved by the Head Teacher.
- Parents must sign a trip consent form at the beginning of the year.
- Detailed trip information is shared with parents before each outing.
- If parents do not want their child to participate, the child should not attend school that day.
- Attending school on the day of the trip indicates automatic participation.
- All school rules and disciplinary procedures apply during trips.
- Misbehavior is reported to the Head of Key Stage or Head Teacher, and serious offenses may result in loss of future trip privileges.

2.15. Library:

Every pupil in the school can borrow library books appropriate to their age. Borrowed books should be returned in good condition by the due date, which is usually one or two

weeks later, depending on the book. As well as a place to borrow books and read for pleasure, the library also functions as a Learning Resource Centre. Pupils may use the library for their research upon approval from their head of key stage.

If a book is overdue, parents will receive a reminder through the school's LMS. For damaged or lost books, the school will notify parents and the finance department to arrange payment.

Pupils will not be allowed to check out any books from the library if they already have an unreturned book until they return it. In case of damaged or lost books, pupils will be able to check out books again when a confirmation of payment is received from the finance.

3. Home- School Communication

3.1. Communications Guidelines:

The school believes that clear communication between home and school is vital for the healthy development of pupils. Parents are encouraged to remain actively involved and up to date with their child's education.

The school uses the Skolera platform as the primary channel for communication. Parents should check the platform regularly. Almost all correspondence will be electronic, with minimal reliance on printed materials.

Parents can send messages directly to class or specialist teachers and the School Office through the platform. The school will respond to messages within 48 hours. Urgent matters should be directed to the School Office.

3.2. The School Learning Management System (LMS)

The school currently uses Skolera (<https://eis.skoleralms.com/>). Skolera also has a mobile app for parents to access it whilst "on the move".

All home-school communication is through our school's LMS (Skolera)

3.3. Letters to Parents

Throughout the year, the school may issue digital letters to share updates or to request signatures and permissions. Parents are expected to monitor their email and the communication platform regularly and to adhere to submission deadlines.

If a hard copy is ever needed and a written signature is required parents will be notified in advance with clear instructions on the necessary procedures.

3.4. Report Cards

- Report cards will be issued at the end of both the Autumn and Spring terms.
- Each report provides a comprehensive overview of the pupil's academic progress.
- The Spring term report will also include the results of the mock exam.

- Mock exam results are used to identify key strengths and areas for improvement as pupils prepare for their final examinations at the end of the academic year.

3.5. Parent Days

- There are two scheduled Parent Day Zoom meetings during the academic year, typically held across a full week.
- Regular school days will continue for pupils during Parent Day week.
- Parents will be notified via Skolera when online booking for appointments opens.
- During Parent Day, appointments can be scheduled with subject teachers.
 - Teachers' discussions with parents will primarily focus on academic follow-up, classroom engagement, and pupil behaviour, ensuring that appropriate support is in place to help pupils stay on track.

3.6. Additional Meetings and Parent Conferences

- Meetings with staff may be requested through the School Office, subject to staff availability. Please provide reasonable notice when making a request.
- Parent conferences may also be scheduled throughout the year to address academic or behavioural concerns. These meetings are collaborative in nature and typically include the parents, relevant teachers, and the Head of Upper Secondary.

3.7. Parental Concerns / Complaints Procedure

- Parents are encouraged to monitor their child's academic and behavioural development closely and raise any concerns in a timely and constructive manner. The proper procedure is outlined below:
 - **Step 1:** Address initial concerns directly with the subject teacher.
 - **Step 2:** If the concern remains unresolved, contact the Head of Upper Secondary via skolera.
 - **Step 3:** If the issue persists, escalate the matter to the Head Teacher.
 - **Step 4:** For further escalation, the Head Teacher will refer the concern to the Executive Committee.

Other concerns should be directed to the designated staff responsible. For example, transportation concerns should be addressed to the Transportation Coordinator, and medical concerns to the School Doctor.

All parent concerns are formally documented, treated with the utmost confidentiality,

4. Upper Secondary Behaviour Policy (Years 10–12)

At Ethos, we believe every student can make good choices. Our behaviour system is progressive and value-driven, helping students reflect, take responsibility, and repair harm when mistakes are made.

We begin with guidance and reminders, but if behaviour continues or becomes more serious, consequences increase step by step.

Behaviour Levels (At-A-Glance)

➤ **Level 1 – Low-Level Disruptions**

Examples: talking out of turn, minor distractions, not following instructions, brief misuse of devices.

Usual response: reminders, seat move, reflection activity.

➤ **Level 2 – Moderate Misbehaviour**

Examples: repeated low-level disruptions, ignoring instructions, disrespectful words, skipping class, minor damage to property.

Usual response: break detentions (whole second break in the Reflection Room) with reflection, temporary loss of privileges, restorative tasks.

➤ **Level 3 – Serious Incidents**

Examples: bullying, swearing, public insults, unsafe behaviour, property damage.

Usual response: after-school detention, Behaviour Improvement Plan (BIP), suspensions (in-school or external), longer loss of privileges.

➤ **Severe Cases (Immediate Action)**

Examples: aggressive outburst at staff, discriminatory language, serious physical fighting, theft, leaving campus without permission.

Usual response: immediate external suspension with restorative project and loss of privileges.

➤ **Level 4 – Critical**

Examples: extreme or criminal behaviours (e.g., weapons, drugs, arson, severe violence).

Usual response: external suspension while investigating, involvement of authorities, possible expulsion.

What Consequences Mean

- **Reflection** – a guided task helping students think about their choices.
- **Break Detention** – the whole second break in the Reflection Room, paired with reflection.
- **After-School Detention** – structured time after school to reflect and carry out restorative tasks.
- **Restorative Actions** – repairing harm, e.g., apology, community service, helping repair damage.
- **Loss of Privileges** – temporary suspension from trips, clubs, or special activities.
- **Behaviour Improvement Plan (BIP)** – a personalised plan with goals and teacher support.

- **Suspension** – serious removal from lessons (in or out of school); work must still be completed.

Progression & Values

- Each repeat of an infraction usually leads to a stronger consequence.
- Missing a detention or task causes it to double in length; repeated misses escalate to the next level.
- Every consequence is tied to our Ethos values – teaching Integrity (owning choices), Respect (valuing others), Caring (repairing harm), Excellence (aiming higher), and Continuous Improvement (learning from mistakes).

Parents and students can expect a fair, consistent, and value-driven system. Small issues are corrected with guidance; repeated or serious issues lead to stronger consequences, ranging from reflection tasks to suspensions and, in extreme cases, expulsion.

4.1. Anti-Bullying Policy

EIS believes that all pupils have the right to learn in a supportive, caring and safe environment. The school is committed to enforcing the Anti Bullying Policy and takes all necessary measures to ensure that sufficient supervision and monitoring takes place to prevent bullying and to deal with incidents appropriately as they arise.

Our anti-bullying awareness campaign is led by our Character Education team.

As a school we take all reports of bullying extremely seriously. Parents should be assured that when bullying is reported, they will be supported, and the incident thoroughly investigated.

Bullying is unwanted, negative or aggressive behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. Bullying can be short-term or continuous over long periods of time. Bullying can take place anywhere, in the classroom, playground, toilets, on school buses, on residential trips, family and social gatherings and cyberspace.

Examples include:

- **Physical:** pushing, kicking, hitting, pinching, any form of violence, threats - One child hurting another.
- **Verbal:** name-calling, sarcasm, persistent teasing, insulting, making racist remarks
- **Psychological:** spreading hurtful rumors, excluding someone from groups, moving away as a person approaches, leaving notes, failure to speak to or to acknowledge a person
- **Sexual:** unwanted physical contact, abusive comments.
- **Technological:** Cyber bullying through social networking, text messages, photo changing software, emails, prank calls

Signs and Symptoms:

Children may indicate by signs or behaviour that they are being bullied. Parents should be aware of these possible signs and should investigate if their child:

- Changes in their usual routine
- is unwilling to go to school.
- becomes withdrawn, anxious, or lacking in confidence.
- starts stammering.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to make less effort with schoolwork than previously.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or "go missing."
- asks for money or starts stealing money.
- has unexplained cuts or bruises.
- becomes aggressive, disruptive, or unreasonable.
- is bullying other children or siblings.
- is frightened to say what is wrong with them.
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber message is received.

If a pupil feels that they or their colleagues are being bullied, they are encouraged to do the following:

- Tell a friend.
- Tell a teacher or adult whom you feel you can trust.
- Tell a parent or adult at home whom you feel you can trust.
- Discuss it during the Character Education teacher.

Parents should report bullying incidents to the teachers/Head of Upper Secondary which is recorded for investigation. The school will take all necessary measures to ensure the bullying is stopped and sanctions/interventions are provided to the child who is bullying. Parents of children involved are kept up to date with all measures taken by the school.

We have a zero tolerance to bullying, which means that any bullying incident will be considered a level three, regardless of a pupils' history, as we take bullying very seriously. Any pupils involved or who witness a bullying incident and do not report it will also be held accountable.

5. Key Regulations and Expectations:

5.1. School Uniform and General Appearance:

- Pupils are expected to adhere to the school uniform guidelines to maintain a neat and professional appearance:
- The uniform must be clean, well-maintained, and in good condition.
- All uniform items can be purchased at the school uniform shop located on campus.

- If a pupil arrives at school out of uniform, parents must provide a written note to upper secondary office explaining the reason.
- Girls' hair must be neatly tied back and away from the face. Unnatural hair colors are not permitted. Veiled girls must wear grey or white veils only.
- Boys' hair should be short, neat, and tidy, kept out of their eyes.
- The only jewelry permitted is a wristwatch and one pair of small stud earrings (for girls only).
- Nail polish is not allowed.
- Sandals, flip-flops, boots, and crocs are strictly forbidden. Proper school shoes must be worn at all times.
- All personal items (jackets, cardigans, school bags) should be labeled with the student's name to help recover lost or misplaced items.
- Out-of-Uniform Consequences: School staff will perform uniform checks throughout the day. The following steps will be taken if a student is out of uniform:
 - First Incident: The School Office will notify the parent via Skolera.
 - Second Incident: The School Office will send a second notification via Skolera.
 - Third Incident: The student will be provided with a school uniform for the day, and the cost will be charged to the parent's account.
 - Further Incidents: Students arriving repeatedly out of uniform will not be allowed into school.

5.2. Mobile Phones Policy:

- **Year 10:**
 - Pupils can bring mobile phones to school daily.
 - Phones must be switched off and handed to the Discipline Office in the morning.
 - Using the phone during the school day will result in confiscation.
- **Year 11 and 12:**
 - Pupils can bring mobile phones to school daily.
 - Phones must be switched off and kept in their bags.
 - Usage is permitted only in the reception in front of Gate 4, in the library for research purposes, and in class if authorized by the teacher.
 - With permission, phones may also be used in the study room for academic information.
- **Consequences for Misuse:**
 - First Time: Verbal warning.
 - Second Time: Confiscation for 1 day.
 - Third Time: Confiscation for 1 week.
 - Fourth Time: Confiscation for a term.
 - Any misuse may also result in the removal of the privilege.

The school is not responsible for loss or damage of the device.

5.3. Visitors

As part of its commitment to safeguarding, EIS operates a strict visitor policy. The full details are below.

In summary, the school only accepts visitors for pre-arranged appointments. It is not possible to just turn up at school to see someone. Parents can make appointments with the relevant member of staff directly via Skolera or if necessary, call the departmental office. If you have an emergency, it is recommended to call the school office who will attempt to deal with the situation or if appropriate will arrange an immediate appointment.

All visitors must provide ID, where the badge provided. Visitors should not approach pupils or members of staff and should go directly to the staff member they are visiting. Once the visit is finished visitors should return to the Security office to return their visitors badge, pick up their ID and exit the school.

EIS welcomes all parents and visitors. For the safety of our pupils, visitors should use only designated parking areas and enter the school through Gate 2. Visitors must check in at Security, leave their ID and take a visitor's badge.

5.4. School Transportation:

EIS provides safe, efficient and reliable bus services to all pupils. The school organizes monitors and takes immediate action to safeguard pupils and ensure they are comfortable and safe at all times. The school's responsibility begins when the bus picks up a pupil in the morning and ends when the bus returns the pupil to his drop-off point in the afternoon.

Parents must fill in a transportation Form and pay the transportation fees according to the payment schedule. Parents can contact the Transportation Office from 7:30 a.m. to 4:30 p.m. Sunday to Thursday. Arrival times may vary during the first days of school while routes are being established.

General Bus Rules:

- All buses are air conditioned, equipped with functioning seatbelts and all necessary safety tools and monitored with GPS locators.
- All bus drivers have been cleared for Drugs by official testing labs and are tested regularly.
- First Aid kits are available on all our buses as well.
- Only one pickup and drop-off address is permitted per pupil.
- Bus services cannot be provided on a route where there are a minimum number of pupils requesting the service. The school reserves the right to cancel any bus route service with less than the minimum required number of pupils
- Buses are not permitted to change route nor to return to pick up the pupil
- The school has the right to alter routes, move students from one route to another, or change the designated pick-up time after giving due notice of less than one week to affected students.

- Buses will wait only 2 minutes maximum for the pupil and then leave (even for siblings)
- Bus supervising matron will contact the parents in case of any bus lateness in the morning or in the afternoon.
- Buses receive safety checks on a regular basis by the school using a safety checklist.
- The school reserves the right to cancel/delay the bus service due to weather conditions which may affect the safety of the journey. In the event of delay, the bus matron will contact the parents of the bus concerned.
- It must be clearly understood that the first child to be picked up will not necessarily be the first to be dropped off: However, we will do our best to apply this on all routes
- Do not give tips or gifts to the bus matrons or drivers
- Parents must model respectful behavior for students by treating the bus driver and bus matron with respect. Any intimidation or bullying of school transportation personnel—physical or verbal—will result in loss of bus privileges for their students

Students are expected to follow these bus rules:

- Be ready and wait on time in a position where the bus driver can see you before stopping the bus.
- Students need to be at the pick-up/drop-off points at least 3-5 minutes before the scheduled time.
- Sit in the assigned seat and put on the seatbelt and do not leave the assigned seat while the bus is moving.
- Enter and exit the bus with care, don't use loud voices
- Follow the instructions of the bus matron and call if in need of any assistance.
- Talk quietly and politely.
- Do not open the windows or put hands or arms out of windows.
- Do not throw any rubbish in the bus or out of the bus
- Eating and/or drinking on the bus are not permitted, except for water.
- Don't use pens/ pencils or other sharp objects on the bus
- Don't talk to the bus driver.
- Students will be held responsible for any damage caused to the bus by their negligence or vandalism and fine will be incurred

Pick-Up / Drop-off Guidelines

- It is important that parents abide by the pick-up and drop-off times given as bus drivers will only wait for 2 minutes. Buses wait a maximum of 2 minutes at pick-up points.
- Repeated late pick-ups will be reported to the Transportation Office.

One-Time Bus Arrangement Change Request

Any request to change bus daily arrangements must be made directly to the transportation office via email or a phone call for approval. Verbal instruction and queries to the bus matron/driver will not be approved. Same-day requests will only be considered provided they are received before 12:00pm (Early Leave days) or 1:00pm (normal school days) for all grades.

Changes in bus assignments and/or stops can be made only in case of an emergency. Please note that such changes are not regular occurrences and repeated requests for the same one-time change will be denied.

Permanent Bus Arrangement Change Request

Any request to change bus arrangements or requirements for the long term (such as the move of residence) must be made directly to the Transportation office via email. Verbal instruction and queries will not be accepted; a minimum of two weeks' notice in advance is required. The school will make efforts to accommodate permanent changes; however, it will do so only if existing bus routes and seats can accommodate the change.

Belongings on Buses

Students are responsible for their own belongings while on the bus. Students may not leave items on the bus in the care of the driver/matron. Any items found on the bus at the end of a run will be put in the appropriate school Lost and Found.

Complaints

Parents are requested not to complain to the bus matron/driver in case of a problem, please report the matter to the Transportation office through an email.

Disciplinary issues are dealt with by the bus supervising matron. Pupils with repeated disciplinary issues are referred to the Head of foundation/Key Stage and/or the Head Teacher and pupils may be prohibited from using the bus service.

	Infractions	Responsible For Action
Not Following Bus Procedures And Misbehaviour	1st infraction: Verbal reminder	Supervising Matron
	2nd infraction: Verbal warning	Matron / Transport Coordinator / School Office
	3rd infraction: Parents are notified	Transport Coordinator / Head of KS
	Additional infractions: Parent conference. Pupil may lose bus privilege for the remainder of the term	Head Teacher

5.5. Lost and Found

Upper Secondary pupils can reclaim lost articles of clothing and other items from the lost & found area. Unclaimed items will be given away to charity at the end of each term

without prior notification. Parents must follow the school visitor policy to access the lost and found facility.

5.6. Evacuation Procedures

The school has an Evacuation Plan and an emergency communication tree in place to ensure the safety of all pupils, staff and visitors. The school also has a designated outdoor safe area for evacuation and routes have been designed to avoid any bottlenecks. We will run a fire drill each year to ensure that all pupils and staff are familiar with evacuation procedures as per the safeguarding policy.

6. Fees Structure and Policy

6.1. Year 10 Fees Structure (2025–2026)

- Fees cover full School Fees and Educational Resources covering 5 internal subjects per student provided by the school). (Refer to Upper Secondary Academic overview page 6)
- The school is not responsible for any external subjects chosen by the pupil outside the school.

6.2. Year 11 Fees Structure (2025–2026)

- Fees cover full School Fees and Educational Resources covering 5 internal subjects per student provided by the school. (Refer to Upper Secondary Academic overview page 6)
- The school is not responsible for any external subjects chosen by the pupil outside the school.

6.3. Refund on Certain Subjects (Year 11 only)

- Refunds may be applicable if the class size does not exceed 10 students (only AS Physics, A2 Mathematics, and A2 Biology).
- For the 2025/2026 academic year, the school will provide AS Mathematics and AS Biology.
- AS Physics will not be offered internally; however, the school will cover the course fees for students who wish to take AS Physics with an external teacher, provided the student has achieved at least a Grade 6 in the O Level exam.
- The refund for AS Physics/Biology amounts to 20,000 EGP, which will be applied toward exam registration fees as follows:
 - 10,000 EGP deducted from the January 2026 exam session.
 - 10,000 EGP deducted from the June 2026 exam session.

6.4. Year 12 Fees Structure (2025–2026)

- Base Fees: 60,000 EGP – required for registration in Year 12 (due by May 1, 2025).

- O-Level Subjects: 20,000 EGP per subject (due by November 1, 2025).
- AS or A2-Level Subjects: 25,000 EGP per subject, payable in full by November 1, 2025.

6.5. Subject Provision (Year 12)

- The school is committed to offering internally A2 Mathematics and A2 Biology. A teacher will be assigned if there are enough students to form a class.
- If the class size for these subjects is insufficient, the school will send a communication with recommended teacher stating that the class will not be opened due to lack of demand
- If the desired subject is not offered internally, parents may choose a teacher, and they will be responsible for the associated costs.

6.6. Important Notice

- All exam registration fees will be announced separately.
- Parents must pay exam fees in cash at the School Finance Department before the announced deadlines to avoid additional late fees imposed by the British Council examination board.

6.7. Payment and Refund Policy

- All fees must be paid by the specified due dates.
- Year 11 parents who submit a (ملف سحب طلب) file withdrawal request) before October 1, 2026, will be eligible for a full refund of Year 12 fees by the end of October 2026.
- For withdrawal requests submitted on or after October 1, 2025, deductions will be applied in accordance with Ministry of Education regulations.