MANSOURA COLLEGE
AMERICAN SCHOOL
POLICIES

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Mansoura College American School

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School Policies

Index

Governing Authority Policy for Mansoura College American School

Introduction

Mansoura College International School (MCAS) is a leading educational institution committed to providing high-quality education to its students. The school is governed by the governing authority and the Board of Directors, which is responsible for setting policies and overseeing the school's operations.

Vice CEO, Dr. Ahmed Saber, is responsible for stating the main guidelines of the school policies and strategies. The Vice Principals and deputies are responsible for the management of their respective stages.

Governing Authority

Dr. Ibrahim Saber	CEO
Dr. Ahmed Saber	Vice CEO
Dr. Sahar Abdulaziz Al-Gendy	Member
Eng. Adel Daif	Member

Board of Directors:

Ms. Nahla Naeem	Vice Director General
Ms. Mona Abdulhadi	Vice Principal of Academic Affairs (G 9-12)
Ms. Dalia Alesawi	Vice Principal of Academic Affairs (G 6-9)
Ms. Reham Esmaeel	Vice Principal of Academic Affairs (G 1-5)
Ms. Marwa Almenshawi	Vice Principal of Academic Affairs (KG stage)

Duties of governing authority:

Stating the main guidelines of the school policies and strategies, allocating the school budget and approving the school improvement plan.

Duties of the board of directors

• Making sure that the school operates according to the regulations of the Ministry of Education and the accrediting bodies

• Safeguarding all members of the school community

• Conducting staff appraisal and leading staff professional development

• Guiding staff recruitment and retention

• Providing legal, contractual documentation signatures, as per the Ministry of Education's requirements

• Attending to all staff, students, and parents to resolve various issues and/or concerns.

• Overseeing curriculum changes and the accompanying financial needs to purchase related resources.

• The school's day-to-day operations are delegated to the school vice principals.

The CEO, Vice CEO, and the board of directors together form the Upper Management, while the school's HoDs form MCAS's Senior Leadership Team (SLT). The Senior Leadership team members are monitored by Upper Management. Upper Management and the Senior Leadership Team work cooperatively and collegially, guided by their support of MCAS's Vision and Mission Statements, to plan and monitor the school's strategic goals.

All leaders' roles are clearly defined, and their job descriptions are known to the school community. The school's Upper Management is directly accountable to the shareholders and is entrusted to govern the school's affairs. Academic supervision is delegated to the SLT.

MCAS is committed to providing high-quality education to its students, and the Board of Directors, General Manager, and Vice Principals are responsible for ensuring that the school operates in accordance with its policies and procedures. The school is dedicated to continuous improvement and strives to provide all students with a safe, secure, and inclusive learning environment.
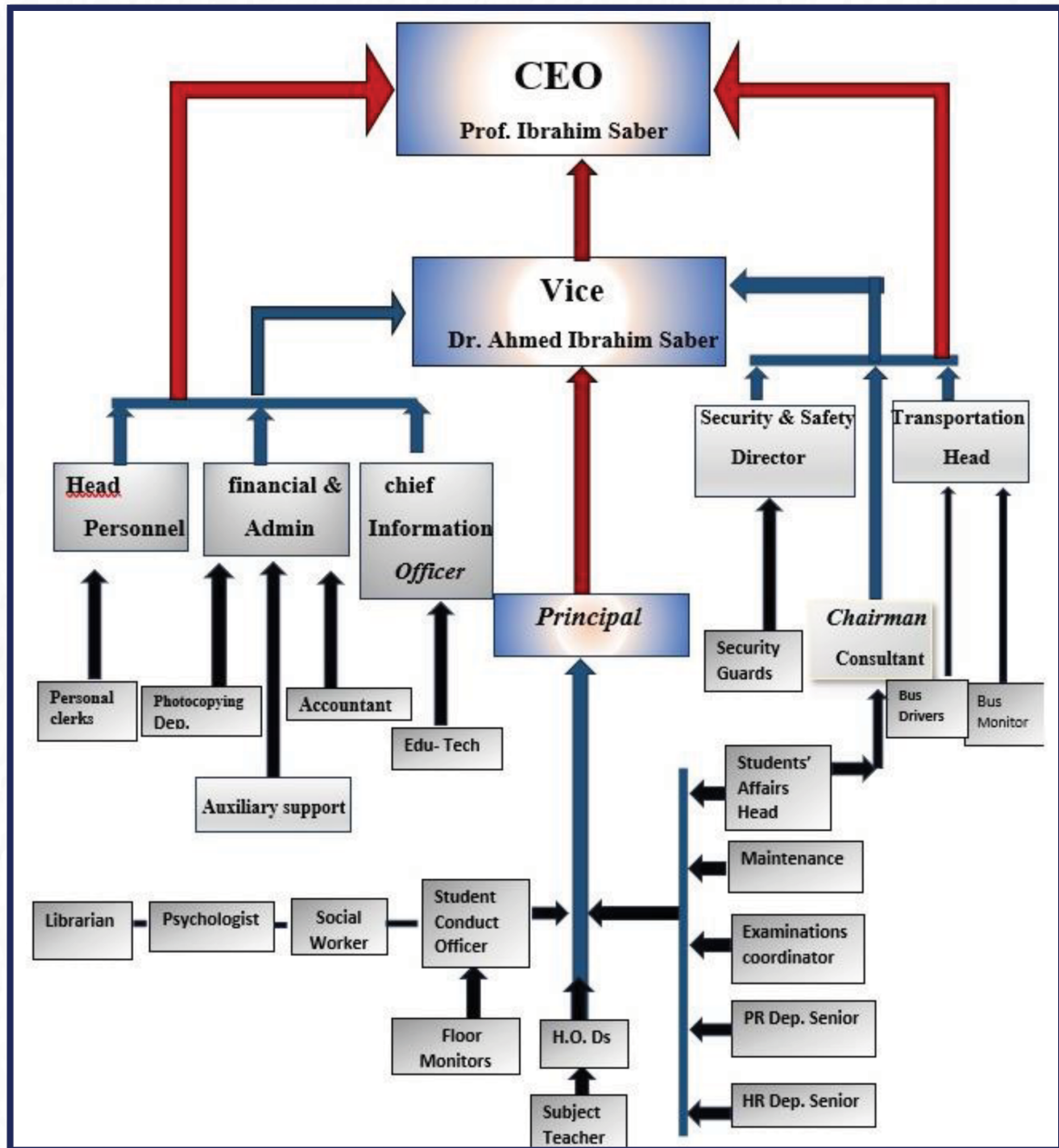
Main duties of the Public Relations Department

The public relations department is vital for building and maintaining a positive image of the institution, and for fostering strong relationships with the community.

1- Promoting the school:

The public relations department is responsible for promoting the school to prospective students, parents, and the community at large. They do this through various channels, including social media, print and online advertisements, and other marketing campaigns.

2- Maintaining relationships:

The public relations department helps to maintain relationships with current students, parents, and alumni, as well as with community leaders, media outlets, and other stakeholders. They also organize events and programs that help to foster a sense of community within the school and with the broader public.

3- Crisis management:

In the event of a crisis, such as a natural disaster or safety concern, the public relations department is responsible for managing the school's reputation and communicating with the public in a timely and effective manner.

Roles of the Public Relations Office with Parents

• The public relations department is responsible for handling the admission applications, arranging for the interview and admission test, and finalizing the administrative process with the students and financial affairs.

• Meeting the parents and responding to any inquiries at any time.

• The parents' meeting with the Principal or the HODs is scheduled through the public relations office in the days declared by the administration.

• If the parent has a complaint, it will be dealt with and utilized, then it will be made sure that the problem has been solved.

• Emphasizing the necessity of keeping the secrecy of any bit of information related to the parents or the students.

• If the parent wants to contact the student during the school day, he/she should do this through the public relations office.

• In case of behavior incidents, the PR personnel contacts the parents via email and phone.

Roles of the Public Relations office in Communication

• Upon Parent request to meet a teacher or check student's academic and behavior, communication with HODs takes place first before confirming the appointment.

• When a student's academic information is requested, communication with the HoD and the control room takes place.

• When an inquiry or complaint about transportation exists, communication with the transportation Department takes place.

Student's Admission Policy- KG

The following departments and personnel will proceed in the following:

1. Students' Affairs Department

- Announces the dates of school enrollment through all school channels.
- Submits the application on the school website.

A KG1 Student's admission begins at the age of 3 years and 6 months.

2. Public relations office:

Contacts the applicant to schedule an admission test and an interview and informs parents of the required documents and application fees.

3. Admission test & interview:

- A KG1 student will do a test using the tablet. A KG2 student will take an English, Arabic and Math test.
- The social worker, the school psychiatrist and an English teacher will attend the student's test. If the student does not pass the test, another test will be rescheduled for the student to retest and continue the admission process.
- Then parents will:
  - receive the student's handbook
  - sign the registration documents and pay the application fees.

4. Vice Principal Interview:

- If the student passes the test, the student accompanied by his/her parents will get interviewed by the school Vice Principal, who will explain the school system and answer any inquiries they may have.

If the student has a sibling in the school, he/she will not need to do this interview.

- The student's application will be signed by the Vice Principal to approve their acceptance.

5.Financial Administration:

Parents will then proceed to the financial administration to pay the fees for the student file registration and inquire about the payment dates and method.

6. Parent Orientation Session:

The student's code, email and password will be sent to the parents before the start of the academic year via SMS text messages and the Edu-Tech department will provide a tutorial on how to activate and use Outlook and Teams to facilitate communication with the school.

Student's Admission Policy [1-12]

The following departments will be responsible for conducting admission process for the new enrollment as assigned for each one as follows:

1. Public Relations Office:

• Announces the starting data of new enrollment on social media.

• Uploads electronic applications on social media.

• Contacts parents who filled out application for scheduling a date for admission test and interviews.

• Contacts the applicant to schedule an admission test and an interview and informs parents of the required documents and application fees.

2. Vice Principal's Office

On passing the admission test, the student accompanied by their parents will get interviewed by the school vice principal, who will explain the school system and answer any inquiries they may have. After this interview the student's application will be signed by the vice principal to approve acceptance.

3. Students' Affairs Office:

Parents will give the required documents to the students' affairs department.

4. Financial Administration:

Parents will then proceed to the financial administration to pay the fees for the student file registration and inquire about the payment dates and method.

5. Orientation Session:

The student's code, email and password will be sent to the parents before the start of the academic year via SMS text messages and the Edu-Tech department will provide a tutorial on how to activate and use Outlook and Teams to facilitate communication with the school.

N.B Students who don't pass the admission test will be:

• Asked to retake it at another time if they are transferred from a language school.

• The school will schedule a date for the Summer Course and inform the parents of the date and cost asked to join a summer course if they are transferred from an Arabic school.

• After the end of the summer course, the parents will be informed about the date of the admission test and the student interview.

The rest of the steps are to be continued as same as in the language school section.

Academic support policies

1-Academic Interventions:

The school provides targeted academic interventions or remedial plans, such as one-to-one sessions, small-group instruction, or academic coaching to students who are struggling academically. These interventions are typically designed to address specific skill gaps, provide additional practice or reinforcement, and support students in catching up to grade-level expectations.

2-Parent Involvement:

The school involves parents or guardians in the academic support process by providing regular updates on student progress, offering resources or strategies for supporting learning at home, and encouraging open communication between parents and teachers to address academic concerns or questions.

Inclusion policy

1. Identification and Evaluation:

Mansoura College American School identifies and evaluates
students who may have learning difficulties through a formal process that includes assessments, observations, and input from parents, teachers, and other relevant stakeholders. This process is designed to determine whether a student meets the criteria for having a disability, and what types of services and support may be needed.

2. Individualized Education Plan (IEP):

If a student is found eligible for special education services, an Individualized Education Plan (IEP) is developed. An IEP is a written document
that outlines the student's present level of performance, annual goals, services, accommodations, modifications, and other supports that will be provided to meet the student's unique needs.

3. Differentiated Instruction:

Mansoura College American School often emphasizes differentiated instruction, which involves tailoring teaching strategies and materials to meet the
diverse needs of students. This includes modifying curriculum, providing additional resources or support, or adjusting instructional strategies to accommodate different learning styles, abilities, or interests.

4. Collaboration and Inclusion:

Collaboration among teachers, parents, and other stakeholders is essential in supporting students with learning difficulties. MCAS fosters a collaborative
approach, including regular communication and collaboration among team members to ensure that the student's needs are met effectively

5.Allowing Shadow Teachers:

When a student is diagnosed with a learning difficulty and needs a shadow teacher, MCAS allows parents to hire a shadow teacher for their son/daughter. The school observes their performance and helps them benefit the student and involves him/her in the learning process.

Objective:

To ensure that all students attend regularly and are fully engaged with their learning.

Our Vision:

Helping to create a pattern of regular attendance is everybody's responsibility: parents, pupils, and all members of school staff. Learning at our school is interactive, requiring the participation of the students with the teacher and one another during class. This is adversely affected when a student is absent or habitually late- not only for that student, but for the dynamics of the entire class both during their absence as well as upon their return, when time is taken to reintegrate them into the learning context of the class.

Additionally, book assignments can help make up lost work, but can't replicate the discussions led by the teacher, questions raised by other students or the activities conducted in class.

Middle and High School students may not pass courses if their attendance is inadequate, which would negatively impact their ability to meet their graduation requirements.

A) Absence:

Absence is allowed in case of sickness or emergency, with a request from the parent himself. In these cases, the school administration should be given notice by a phone call, in person, or via email. Parents have to take the following rules into consideration:

1) In case a student is absent for a day or two, he or she shall give an acceptable reason for his or her absence.

2) For continuous period of absence for a health matter, the student has to present a medical report, and he or she will not be allowed to attend except when he or she delivers this report.

3) In case a student is obliged to travel abroad, he or she has to hand the visa, the reservation ticket, and an acceptable reason for travelling.

4) For absence for no reason or excuse for more than three days per quarter, half a mark of attendance marks will be omitted for each day.

5) In case of absence for more than 15 days, students won't be able to attend the final Exams

B) Lateness:

The student should be at school on time. Some emergency cases are allowed to be late, but repeated tardiness is not allowed, and suitable procedures will be taken. Fixed time for student's attendance is at 8.15 a.m. The school's main gate closes at 9:00 a.m., and No student is allowed to attend school after this time.

C) Excused permissions:

1) A student is permitted to have an excused permission twice a month in cases of emergency.2) A parent can come to have an early leave with his or her son or daughter after signing a permission pass from the administration.

3) No permission is allowed during exams or revision classes.

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MEDICAL ALERT: The parent of any child with a serious medical condition requiring urgent medical attention needs to contact the school administration and fill out the necessary documentation. The principal and class teachers need to also be notified.

SCHOOL CLINIC: The school has its own clinic, which is equipped with all kinds of medication. A specialized doctor and a specialized nurse exist all day round.

SICK STUDENTS: Parents will be contacted if the child is unable to continue with school work. Parent's emergency contact details need to be kept current in case their child is sick or injured at school. Parents are asked not to send children to school if they are unwell as this results in their child being upset and spreads the illness and infection to other students and teachers.

School Clinic Policies

1- School Clinic

In accordance with School Health Guidelines and Policies mandated by the Ministry of Health, Mansoura College American School Clinic provides primary and preventive healthcare to ensure positive health and safe environment to children, parents and staff in school. The Clinic is well equipped with the necessary medical equipment to provide quality care with one qualified full time nurse and one qualified doctor from 7:30 am to 3:45 p.m.

2- School Doctor:

The responsibilities of the school doctor are:

• In coordination with the licensed school nurse, regularly checks the school's environment to ensure its cleanliness and safety.

• Implements all school health protocols and guidelines.

• Records all findings in the school health record, specifying any defect or abnormality.

• Approves all medical reports.

• Writes standing order of treatments, which can be administered to the student by the school health nurse in the absence of doctor.

• Participates in planning and conducting health education activities in the school.

• Acts as a counselor in guiding the school administrators, teachers, and parents to discuss any health problem of a student, whenever needed.

3- School Nurse:

The responsibilities of the school nurse are:

• Ensures that all medical supplies and equipment needed for first aid and emergency care are available and in good working condition in the school health office.

• Assesses needs of students (examine/observe) who require first aid care and administer appropriate care including medication administration.

• Refers to the school doctor advice when needed.

• Conducts health education sessions to meet the learning needs of students.

Crisis Management

MCAS has developed procedures to handle emergencies and crises efficiently. It is important to determine roles and actions before a crisis occurs to ensure quick decision-making and safety for everyone. Prevention of potential threats is crucial, but crisis management must also effectively address them after they happen. Good leadership is essential in crisis management, and MCAS has clear guidelines and procedures in place. This policy supports various school policies related to risk management, health care, child protection, behavior management, health and safety, emergency management, and evacuation and lockdown.

Crisis Management Team (CMT)

Under the direct supervision of the school's vice principal, the crisis management team is responsible for managing critical situations. The selected personnel have assigned roles and all necessary plans are practiced and monitored. The team follows standard procedures outlined in the Emergency Management Policy and Procedures for certain events. The safety of staff and students is the team's top priority. In the absence of the principal, a nominated delegate oversees the crisis and coordinates the response.

Communication during crisis:

Reliable clear communication within the school and with parents during a crisis or as an impending crisis approach is essential. Only the Principal or his deputy will deal with the school media or official authorities that will respond to the crisis. Accurate reporting is essential if the school's reputation is to be maintained.

Information on Hand

Copies of the following information will be kept in a crisis pack so that it can be easily carried off-site or passed on to emergency services as required.

- Site map and layout of the school and surrounds.
- Information about students and staff with special medical needs, mobility, vision, or hearing
difficulties.
- Phone numbers for the staff
- Phone numbers of emergency services.
- Student enrolment register including family contacts.
- Crisis management teams' information.

Staff should report any incident that may affect school operations to their manager. The following incidents should be reported.

- Allegations of or actual assault of a student, or staff member.
- A fire on the school property or in an area that may impact the school.
- Suspicious person/s and/or vehicles
- Missing/disappearance of Student/s.
- Excursion or transportation crisis.
- Fumes, spills, leaks, or contamination by hazardous material
- Outbreak or incidence of disease

- Theft, vandalism, and graffiti
- Need for an evacuation or lockdown.
- Injury requiring or not requiring medical attention.

Fire

<u>Prevention and Preparedness:</u>

MCAS has:

- Installed fire alarms, smoke detectors, and fire extinguishers in all buildings and facilities.
- Conducted regular fire drills to ensure that all employees or residents know the evacuation routes and procedures.
- Trained staff and residents on how to use fire extinguishers and other firefighting equipment.
- Ensured that all electrical appliances and equipment are well-maintained and in good working condition.

<u>Response:</u>

In the event of a fire, the assigned people should:

- Activate the fire alarm and evacuate the building immediately using pre-planned evacuation routes.
- Call the fire department immediately and provide them with the location and details of the fire.
- Use fire extinguishers or other firefighting equipment only if it is safe to do so and the fire is small and can be contained.
- Account for all staff and residents after evacuation and provide first aid or medical attention as necessary.
- Keep all individuals informed about the status of the fire and any necessary instructions.

<u>Recovery:</u>

The CMT will:

- Assess the damage and initiate recovery procedures.
- Provide support to staff and students who have been affected by the fire.
- Review and evaluate the effectiveness of the crisis management plan and identify any areas for improvement.

Student/Staff injury

<u>Prevention and Preparedness:</u>

MCAS works hard to:

- Develop and communicate clear policies and procedures for preventing injuries on school grounds or during school activities.
- Ensure that all staff members are trained and aware of these policies and procedures.
- Establish an emergency response team that includes trained first responders, such as school nurses, security personnel, or other medical professionals.
- Have emergency medical kits and first aid supplies readily available throughout the school.

Response:

In the event of a student injury, the medical personnel immediately

- assess the severity of the injury and provide necessary first aid.

- Contact emergency medical services and provide them with the location and details of the injury.

- Notify the student's parents or guardians and provide them with details about the injury and the medical response.

- Document the injury and response, including witness statements and any other relevant details.

Recovery:

- Provide ongoing support to the students and their families during the recovery process.

- Review and evaluate the effectiveness of the crisis management plan and identify any areas for improvement.

- Develop and communicate clear procedures for returning the student to school and resuming normal activities.

Violent Behavior:

Assessment and Response:

- Quickly assess the situation to ensure that everyone is safe and secure.
- Contact the school's supervision and/or security team to report the incident.
- Identify the cause of the behavior and the level of threat posed by the student.

Communication:

- Contact the student's parents or guardians and inform them of the incident and any necessary steps that need to be taken.
- Communicate with other students and parents to ensure that they are aware of the situation and any necessary precautions that need to be taken.

De-escalation and Intervention:

- Attempt to de-escalate the situation by calmly talking to the student and using non-violent

communication techniques.
- Remove other students from the area if necessary to ensure their safety.
- Depending on the level of threat posed by the student, consider implementing disciplinary measures or interventions such as counseling, ministry behavior instructions, or alternative education programs.

Follow-up:

- Review and evaluate the effectiveness of the crisis management plan and identify any areas for improvement.
- Continue to monitor the student's behavior and work with them to develop strategies to prevent future incidents.

Social and Psychological Service Policy

MCAS (Mansoura College American School) believes that social counseling is an essential component of education because it supports the social and emotional well- being of students.

Objectives:

Social counseling:

• promotes positive behavior and helps students learn appropriate social skills, such as communication, problem-solving, and conflict resolution, which enable them to form positive relationships with peers and adults.

• helps prevent and address bullying by creating a safe and inclusive environment in which students feel respected and valued.

• improves academic performance by reducing behavior problems that can interfere with learning and by promoting positive relationships with teachers and peers.

• helps students develop the social and emotional skills they need to succeed in college, career, and life, such as teamwork, leadership, and communication.

MCAS adopts the following procedures:

1. Develop and implement an anti-bullying policy that clearly defines bullying behavior and outlines the consequences for those who engage in it.

2. Integrate social-emotional learning (SEL) into the curriculum to help students develop selfawareness, social awareness, self-management, responsible decision-making, and relationship skills.

3. Teach students conflict resolution skills, including communication, active listening, empathy, and problem-solving, to help them resolve conflicts peacefully.

4. Train social workers who can assist in resolving conflicts between students and help create a positive school culture.

5. Encourage parent and family involvement in the counseling process and offer resources and support for families to promote positive social interactions at home.

6. Promote diversity and inclusion by teaching students to respect and celebrate differences in race, culture, religion, gender, and abilities.

7. Develop and implement a school-wide positive behavior support system to reinforce positive social behaviors and provide incentives for students who demonstrate them.

8. Regularly evaluate the effectiveness of the social counseling policy and make necessar adjustments to ensure that students are receiving the best possible support and guidance for their social and emotional well-being.

<h1 style="text-align:center">Computer Lab Policies</h1>

IT staff are responsible for:

- Installing, updating and reconfiguring all software / hardware in the campus.
- Moving / replacing devices.
- Providing Wi-Fi access for staff upon request sent to the help desk a day before the appointed time.
- Maintenance for devices in the campus.

Lab users should:

- Keep quiet.
- Use the resources only for academic purposes.
- Not store any personal data on the school devices.
- Avoid handling food / drinks in the lab.
- Avoid displaying / printing sexual content explicitly
- Abide by copyrights for online content.
- Use only one device at a time.
- Avoid hacking.
- Ask via email the IT head in case they need to use a website that isn't given access to by the IT.
- Refer to IT technician to handle any malfunctioning device / hardware.

N.B Computer labs are to serve only students, staff, and teachers

"ANTI-BULLYING POLICY"

<u>Objective:</u>

Mansoura College American School community respects the rights of its students to be free from all forms of bullying and is committed to providing a safe environment for all students.

<u>Our Vision:</u>

Through our shared vision and whole school policy we are committed to addressing all incidents of bullying. At Mansoura College American School we aim to ensure that all students are valued and that engaging in bullying behavior is unacceptable. In case a bullying action is detected, the school procedures will be as follows:

    a- Class discussion about bullying will be included in general teaching lessons across learning areas such as Religious Education.

    b- A staff member will assess the situation and speak with the students involved.

    c- In some cases, the parent of the bully will be contacted through the public relations to discuss the issue and take the appropriate action.

<h1 style="text-align:center">Examination, data acquisition and analysis policy</h1>

A control Room should be:

    1- Secured with iron doors and away from the ground floor.

    2- used only by control members during exam periods.

Stages of work in the control committee:

    * Pre – examination stage.

    * Examination stage.

    * Post – examination stage.

<h2 style="text-align:center">A) Pre-examination stage</h2>

Control members should be:

    1- Preparing all publications for exams until the results are published.

    2- Preparing monitoring lists, including the seat numbers and registration status.

    3- Collecting the transcript of student's grades for each accredited subject from the subject teacher, the head teacher, and the students' affairs.

    4- Preparing paging statements and committee guides for each row and informative signs.

    5- Preparing student's seating numbers and delivering them shortly before the exam.

    6- Notifying students of the date and the timetable of the examination.

    7- Preparing exam halls by sticking seat number cards on students' seats.

    8- Preparing the secret numbers in the grade's lists, cutting the part related to names and placing them in a safe place, and it will be opened with a committee.

    9- Preparing examination papers and arranging them according to each subject.

    10- Preparing answer papers in covers and handing them over to the floor observer, stating the name of the hall, the name of the academic subject, and the number of the students.

A) Examination Stage

<u>The control members should:</u>

1- Distribute the work among the control members.

2- Form groups to review the papers, put them in covers, and hand them over to the floor observer, along with the statements of absence.

3- Receive the papers after the exams from the floor observer and review and arrange them.

4- Deliver the papers to the department head with questions and answer sheets.

5- Receive the papers after correction, review and sort them, and make sure that the grades match the mirrors.

B) Post – examination stage.

1- After the results are announced, students have the opportunity to recheck their grades.

2- Analyze the results per Quarter to prepare a remedy plan for low achievers.

Induction policy

MCAS acknowledges the crucial role its personnel play in its success. To facilitate the rapid and effective acclimatization of all staff members to their roles, it is imperative that all newly hired staff receive a timely induction, whether to the school itself or their specific position. This, in turn, serves as a foundation from which they can quickly learn their roles, perform their duties effectively, and make meaningful contributions to their teams, departments, and the institution at large.

The primary aims of this policy are as follows:

- To ensure that new teachers are familiar with their roles and responsibilities.
- To provide information and training on the school's policies and procedures.
- To explain the available resources for help and support.
- To provide relevant information about individuals who are responsible for induction
  The following activities will take place after qualified personnel have been hired:

Before the start of the school year:

- Each employee receives a copy of the staff handbook and the school policies.
- A school email account will be created for each staff member.
- Edu-tech training will be arranged for all new employees.
- Appraisal forms and their frequency will be declared.
- Every teacher will attend a meeting with the Head of Department (H.O. Ds) to be introduced to the staff and discuss the main curriculum outlines.
- A needs assessment form will need to be completed.
- New teachers will be required to attend academic training provided by the department. "Professional Development"
- Special training on how to handle the age group will be offered.
- Safety procedures will be thoroughly explained.

During the school year:

- New teachers will be encouraged to attend sessions with their peers.
- Different types of visits, such as walk-in, formal, and peer visits, will be conducted by H.O. Ds, principals, other teachers.
- Feedback and necessary training will be provided to new teachers based on their performance and ongoing training with the staff.
- One-to-one meetings will be conducted to follow up on each teacher's progress.
- Mid-year evaluations will be signed by the teacher.

At the end of the school year:

• A meeting will be arranged with the H.O. Ds to discuss overall performance.

• A final evaluation form will be signed.

• An additional training plan will be designed for each teacher based on their performance.

<p align="center">Professional Development</p>

Vision:

High quality professional development is one of the cornerstones of an effective school.

It provides optimum opportunities for professional growth and leadership among staff.

Objective:

• To provide opportunities for all staff to further their professional knowledge and skills in best teaching and learning practices, leadership, student engagement and wellbeing.

• To build staff capacity to lead specific areas of the school such as student learning, student engagement and wellbeing.

In school professional Development:

Delivering professional development for staff is based on the department's needs assessment. After each quarter, the department heads finish analyzing their class visits and prepare the needs assessment sheets to determine the required training for their staff members.

A school leadership member is assigned the responsibility of professional development leader. His or her role is to inform staff of professional development opportunities via email and fliers, which in turn will reflect individual staff needs as identified in performance review plans. The leader will also play a role in coordinating and organizing professional development activities for individuals and the whole school.

Everyone's professional development is a shared responsibility between the school and the staff member.

Staff are encouraged to seek and provide professional development to other staff members. Old hand staff members will be asked to facilitate coaching and/or mentoring roles within the school.

External Trainings and Conferences:

In case there is an international educational conference, a delegation from Mansoura College American School is always present. After the delegation, members finish the conferences or the training, they are required to deliver their experience to their colleagues.

Purchasing printed materials

- The head of department or subject consultant evaluates the current textbooks with his or her staff members and identifies their needs for buying new course books that are built in /aligned with the standards.

- Once a decision is made for the chosen materials, it is submitted to the vice principal.

- The Director General invites publishers to submit their offers, then the best offer is chosen.

- Once the materials are received from the bookstore, the Vice Principe assistant will be responsible for distributing the material among students and staff with the help of the store personnel.

- The publishers conduct online/ onsite training courses for the staff.

Curriculum Review

Mansoura College American School provides an American curriculum based on American standards in all main subjects, ensuring alignment between the curriculum, vision, mission and strategic goals of the school.

1) Standard-Based Curriculum: Mansoura College American School follows a standard-based curriculum, which is a set of learning goals and expectations that outline what students are expected to know and be able to do at each grade level or subject area.

2. Periodic Review: Curriculum review is typically conducted on a periodic basis, which may vary depending on the analysis of assessment results. This may involve reviewing and updating curriculum materials, instructional strategies, and assessments to ensure that they align with current standards and best practices.

3. Stakeholder Involvement: Curriculum review often involves input from various stakeholders, including teachers, administrators, parents and students. This may be done through surveys, focus groups, public hearings, or other means to gather feedback and perspectives on the curriculum.

4. Alignment with Standards: Curriculum is reviewed to ensure alignment with the standards. This may involve evaluating whether the curriculum is covering the required content, skills, and knowledge outlined in the standards, as well as assessing the rigor and appropriateness of the curriculum for the intended grade level or subject area.

5. Research-Based Practices: Curriculum review may also involve examining the latest research-based instructional practices and incorporating them into the curriculum. This may include evidence-based strategies, technology integration, differentiation, and other best practices to support student learning and achievement.

6. Professional Development: Curriculum review may also include opportunities for professional development for teachers to ensure that they are equipped with the necessary knowledge and skills to implement the updated curriculum effectively.

7. Approval Process: Once the curriculum is reviewed and updated, it may go through an approval process, which may involve review by district or state education officials or other relevant authorities before it is adopted and implemented in schools.

Selecting Books

PLC Group

- The head of department or subject consultant evaluates the current books with his staff members and identifies their needs to implement a new curriculum according to subject &grades.
- The collected data goes purposefully to the Vice Principal
- The director general authorizes the purchases of the selected items.
- Once the materials received to the bookstore, the head of department or subject consul tant permits the distribution among teachers.
- The publishers conduct training online/onsite courses for the staff

Hiring policy

Personnel requisitions

Personnel requisitions must be completed to fill MCAS (Mansoura College American School) positions. Requisitions must be initiated by the HOD based on the department workload approved by the school principal and school Director General.

Personnel requisitions should indicate the following:

- Position title.
- Position duties.
- Reason for the opening.
- Essential job functions and qualifications (or a job description may be attached).

Job postings

All vacancies are published on the school website and all media pages of the school. A link will be provided for applicants to fill in. The data is collected and sent to the PR to contact the applicants according to the determined schedule.

Jobs will remain posted until the position is filled.

The PR department will be responsible for tracking all applicants and retaining applications and resumes as required.

Applications Processing

All applicants for a posted vacancy will be considered based on their qualifications and ability to perform the job successfully.

• The PR department will screen applications and resumes prior to tests and scheduling interviews.

• Written tests will be taken by the applicants.

• Initial interviews are generally conducted by the Hod and the school vice principal using behavior- based interview questions and a structured interview process.

• Candidate evaluation forms will be completed after each exam and interview and retained with the application.

• The top listed candidates will be asked to give a demo.

• After the interview with the stage vice principal and the HoD , the application form will be signed with a recommendation to:

A. Hire the applicant /Put on a waiting list.

B. Reject the application.

• A Final interview with the school director general is conducted.

• All accepted applicants will contact Personnel Affairs to supply all necessary certificates and documents

Evaluation Policy

<u>Vision:</u>

Discover points of strength to improve the overall quality of education and areas for improvement that lead to effective process is development.

<u>Objective:</u>

The importance of a teacher evaluation policy lies in its ability to ensure that teachers staff members are meeting the needs of their students and providing high-quality instruction.

Tools of teachers' evaluation (Formal /Informal) may include all or some of the following tools:

- Classroom visit form conducted by HoDs
- Classroom visit form conducted by the vice principal.
- Edu-Tech evaluation tools
- HR evaluation tool
- Students' academic performance
- Walk-in visit tool
- Peer visitation observation tool
- Cognia (Teachers Observation Tool)
- Administrative evaluation tools for administrative employees.
- Training evaluation tools

Once a teacher is hired or is promoted to a new position, he/she receives a QR that will lead him to the appropriate evaluation tools.

Through the induction process, the school administration and the HoDs make sure that the new teacher/promoted teacher is aware of the evaluation process and times of evaluation.

- All evaluation tools must be discussed with the teacher / staff member.
- All forms of evaluation must be discussed with the teacher within 3 days of conducting the evaluation.
- All evaluation forms must be signed by the teacher/employee.
- By the end of the 2nd quarter, a complete evaluation form is signed by the teacher/employee.
- By the end of quarter 4 a second evaluation form is issued and signed by the teacher/employee.
- Based on the different evaluation tools, academic and technological PD plans are designed and implemented.
- Informal class visits, peer visits, and observations may be conducted throughout the school year.

Teacher Observation Tool

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Culture/Climate Dimension				
The teacher:				
1. Fosters an environment that embraces all learners	4	3	2	1
2. Treats each learner equitably	4	3	2	1
3. Encourages learners to share their opinions without fear of negative comments from their peers	4	3	2	1
4. Creates enthusiasm for the learning at hand	4	3	2	1
Learning Dimension				
The teacher:				
1. Communicates clear explanations about the activities or tasks	4	3	2	1
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	4	3	2	1
3. Delivers lessons that are relatable to the learners or aligned to their interests	4	3	2	1
4. Monitors learners' understanding of the content and/or the acquisition of skills	4	3	2	1
5. Adapts instruction and/or activities that meet individual learner's needs	4	3	2	1
6. Provides learners with purposeful feedback about their progress and/or needs	4	3	2	1

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Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Essentials Dimension				
The teacher:				
1. Delivers and/or facilitates the lesson with knowledge and confidence	4	3	2	1
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	4	3	2	1
3. Facilitates use of resources that support learners' needs	4	3	2	1
4. Implements instructional strategies that actively engage learners	4	3	2	1
5. Manages the learning time in an efficient and optimal manner	4	3	2	1
Agency Dimension				
The teacher:				
1. Empowers learners to be responsible for the learning at hand	4	3	2	1
2. Gives learners choices about the learning activities or tasks	4	3	2	1
3. Provides assistance for learners to navigate and monitor their learning progress	4	3	2	1
4. Encourages learners to persevere with or seek challenging activities or tasks	4	3	2	1
5. Builds learners' growth mindset and self-efficacy	4	3	2	1
Relationship Dimension				
The teacher:				
1. Promotes respectful and caring interactions toward and between learners	4	3	2	1
2. Cultivates learner cooperation, collaboration, and inclusivity	4	3	2	1
3. Preserves learners' dignity while attending to their individual needs	4	3	2	1

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