



High School Student Handbook

A guide to the American High School Diploma Program of Studies at Riada American School

This Academic Guide & Course Catalog has been developed to provide important information for students. It will assist students and families in making wise, informed decisions concerning programs and course choices throughout your high school years.

About this Guide

Education is the shared responsibility of students, school, home and community. With that as an essential principle, we believe that every person can learn. Each person is ultimately responsible for his/her own learning. Learning is lifelong and unlimited and each person is unique. Everyone needs challenge and encouragement. Imagination and creativity are vital, while maintaining integrity is essential. A safe and orderly environment is necessary for learning.

This Academic Guide has been developed to provide important information for students and their parents. It will assist you in making wise, informed decisions concerning programs and course choices throughout your high school years. The goal of Riada American School is to prepare students as thoroughly as possible for the next phase of their lives. Information on grade classifications, graduation programs and class rank are included in this guide.

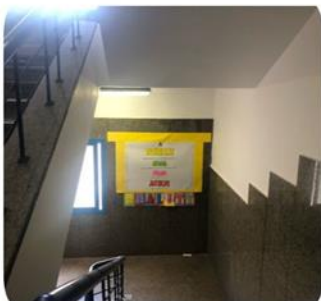
Your school counselors and other campus staff provide invaluable insight and guidance in your decision-making processes. The Academic Guide is a general reference guide only and should not be considered comprehensive. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. If you or your child has questions about any of the material in this handbook, please contact your campus Administration.

HS Mission

The high school department of Riada American School provides an educational experience that focuses on maximizing learning, developing, global awareness, and creating life-long learners in a student centered and rigorous learning environment.

HS Vision

Riada American High School will be a safe and nurturing environment that supports the educational success and social, emotional, and physical development of all students. Courses will be academic, engaging, and standards based, with the focus on the student.



PIC•COLLAGE

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School Principal's Message

Education is the most powerful weapon which you can use to change the world.
---Nelson Mandela

Dear Students, Staff, and Parents:

Welcome to the 2021-2022 school year! Our commitment at Riada American School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century.

High standards and expectations for each student in regard to academic performance, co-curricular participation, and responsible citizenship are the foundation of our school. It is with pride that we hold these high standards and ask each of our students to commit to maintaining the extraordinary record of achievement and contribution that has been the legacy of Riada American School students. It is the contribution of our students to our school community that makes RAS an exceptional learning community. Full participation in academic and co-curricular programs and a willingness to act responsibly as an individual within our educational environment are the factors that enable all to have a successful and enjoyable year.

At RAS, the educational community strives for excellence by preparing students for learning beyond their school years and assisting them to become lifelong learners, as well as helping them to be self-directed, realistic, and responsible decision makers when solving problems that they will encounter in our multicultural, ever-changing world. Ultimately, each learner will gain from their life at school according to the effort they apply.

We strongly believe in the importance of teachers, parents, and administrators collaborating and communicating openly and frequently. We continually improve the quality of tools of communication, including giving our parents access to an interactive website where they can retrieve pertinent information about their children's academic achievement. You are encouraged to regularly check our website and read about our exciting academic and co-curricular activities. We look forward to working with you and your children over the coming years.

As we prepare to have students back to school, we all have questions about how best to protect them from COVID-19. The impact of school closures on a child's wellbeing is significant. Where possible, it's important that children have an opportunity to socialize with their peers, to learn and to develop emotionally. Education can encourage students to become advocates for disease prevention and control at home, in school, and in their community by talking to others about how to prevent the spread of viruses. Maintaining safe school operations or reopening schools after a closure requires many considerations but, if done well, can promote public health.

Our school provides a safe learning environment, inspiring all students to have positive attitudes about themselves and their school. As you embark on this school year, remember the future is yours. Each and every member of the school community is here to assist you in your endeavors and support you in achieving college and career readiness. This is an important time in your lives and I hope you seize the opportunity to make your school experience a positive and productive one.

-Mrs. Gihan Holayel

School Principal

High School Administrative Team & Staff

Name	Title	Contact
Mrs. Gihan Holayel	Riada American School Principal	gihanholayel@riadaamericanschool.org
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Mr. Mohamed Fathy	Asst. Principal of Curriculum and Instruction	mohamedfathy@riadaamericanschool.org
Mr. Leonard van Duuren	Asst. Principal of Digital Planning and Instruction	leo@riadaamericanschool.org
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Mrs. Marwa Tawfik	Department Administrator	marwatawfik@riadaamericanschool.org
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Mrs. Doaa Shama	School Librarian	doaashama@riadaamericanschool.org
Mr. Wael Kamal	Head of Subject: IT Integration	waelkamal@riadaamericanschool.org
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Mrs. Marwa Salman	Head of Subject: Science	marwasalman@riadaamericanschool.org
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Mrs. Ghada Gehad	Coordinator and Teacher of Math	ghadagehad@riadaamericanschool.org
Mrs. Amira Khaled	Teacher of Math and Statistics	amirakhaled@riadaamericanschool.org
Mrs. Amal Refaat	Teacher of Biology	amalrefaat@riadaamericanschool.org
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Mr. Meshael Hanna	Teacher of Chemistry	michealhanna@riadaamericanschool.org
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Ms. Alaa Fawzy	Coordinator and Teacher of Economics and Accounting	alaafawzy@riadaamericanschool.org
Mrs. Sara Nassef	Teacher of Business and Accounting	saranassef@riadaamericanschool.org
Mr. Gamal Shamroukh	Coordinator and Teacher of Psychology and Spanish	gamalshamroukh@riadaamericanschool.org

Parent-teacher meetings provide parents, teachers, and students with an excellent opportunity to communicate and, if all three make an effort to engage in the process, this communication can lead to clearer goals and more active and successful learning. If you would like to request an appointment to meet your child's teacher, please contact the High School Department at (03)427-9212, x131.

	Teacher's Name	Day	Time	Appointment
	ENGLISH			
1	Sherine Sabra	Sunday	11:10 - 11:40	
2	Iman Ibrahim	Wednesday	10:10 - 10:40	
	MATH			
3	Ghada Gehad	Sunday	10:10 - 10:40	
4	Mohamed Abd Elaziz	Thursday	10:10 - 10:40	
5	Amira Khaled	Thursday	10:10 - 10:40	
	SCIENCE			
6	Amal Refaat	Wednesday	11:30 – 12:00	
7	Marwa Salman	Monday	10:00 – 10:30	
8	Sherine Fouad	Sunday	10:10-11:10	
	SOCIAL STUDIES / SPANISH			
9	Dalia Shama	Tuesday	9:00 – 9:30	
10	Gamal Shamroukh	Thursday	10:00 – 10:30	
	BUSINESS / ECONOMICS			
11	Alaa Fawzy	Wednesday	11:40 – 12:20	
12	Sara Nassef	Thursday	11:10 – 11:40	
	FRENCH			
13	Salma El Hentaty	Tuesday	10:00 – 10:30	
14	Riham Mostafa	TBA		
15	Miram Gamal	Wednesday	10:00 – 10:30	
	COMPUTER			
16	Wael Kamal	Monday	1:00 – 1:30	
	ARABIC			
17	Talat Fayed	Wednesday	11:10 – 11:40	
	ART			
18	Hoda Arnous	Thursday	10:00 – 10:30	



Riada American School

Our Vision

Every Learner A Leader

Our Mission

Developing 21st century skills by engaging our students in the learning experience through “Head, Heart, and Hands.”

Head

- Sharpening critical thinking.
- Enhancing problem solving skills.

Heart

- Inspiring compassion.
- Raising global awareness.

Hands

- Encouraging creativity.
- Connecting learning to life.



Riada American School

Our Vision

Every Learner A Leader

Our Mission

Developing 21st century skills by engaging our students in the learning experience through “Head, Heart, and Hands.”

Our Beliefs

- Family is the foundation of shaping the individual. Partnership among parent, student, and teacher is essential to success.
- All people have intrinsic worth, and every child is unique. Individual differences should be valued and addressed.
- All people should be provided with equal opportunities for learning.
- Setting high expectations stimulates effort and greater achievement.
- Recognizing and celebrating successes builds self-esteem, which fosters success.
- All people are responsible for their actions and their consequences.
- Respect for and tolerance of diversity enriches the individual and society.
- Freedom of thought and expression stimulates creativity and sustains a democratic society.
- Quality education empowers the individual and expands options in life.



Riada American School

Reinforcing Values

Advocating Learning

Striving for Excellence

Core Values



High School Hours Schedule

Sunday through Wednesday	Block	Time	Thursday	Block	Time
	Block 1	8:00 – 9:00		Block 1	8:00 – 9:00
	Block 2	9:05 – 10:05		Block 2	9:00 – 10:00
	Block 3	10:10 – 11:10		Break	10:00-10:30
	Break	11:10-11:35		Block 3	10:30 – 11:30
	Block 4	11:40 – 12:40		Block 4	11:30 – 12:30
	Block 5	12:45 – 1:45		Block 5	12:30 – 1:30
	Block 6	1:50 – 2:50			



Riada American School | 2021-2022 CALENDAR

SEPTEMBER 2021

S	S	M	T	W	Th.	F
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

First day of School :
 High school : Sep.12
 Middle School : Sep. 13
 Upper Elementary : Sep.14
 Lower Elementary(2,3) : Sep. 15
 G.1 : Sep. 16
 K : Sep. 27
 Pre-K : Sep. 29
 PD: Sep.21

FEBRUARY 2022

S	S	M	T	W	Th.	F
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

*Mid-year Vacation: Feb.5- 17

School resumes :Feb.20

OCTOBER 2021

S	S	M	T	W	Th.	F
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Armed Forces Day :Oct. 7
 Prophet's Birthday :Oct.21
 PD: Oct.12

MARCH 2022

S	S	M	T	W	Th.	F
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

PD: Mar. 8

PD: Mar.29

NOVEMBER 2021

S	S	M	T	W	Th.	F
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Quarter 1 Exams : Nov.7-11
 Reports :Nov. 18
 PD : Nov. 2
 PD : Nov.23

APRIL 2022

S	S	M	T	W	Th.	F
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Quarter 3 Exams :Apr.3-7
 Reports : Apr.14

Ramadan hours begin: Apr.2
 Sinai Liberation Day : Apr. 28
 Spring Break :Apr.28 –May 5
 PD: Apr.19

DECEMBER 2021

S	S	M	T	W	Th.	F
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

PD: Dec 14
 Winter Vacation: Dec.26 - 30

MAY 2022

S	S	M	T	W	Th.	F
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Labor Day: May 1
 PD: May 10
 PD: May 31

JANUARY 2022

S	S	M	T	W	Th.	F
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

New Year: Jan. 1
 Coptic Christmas : Jan. 7
 Quarter 2 Exams :Jan.16 -20
 Reports :Jan. 26
 PD : Jan. 11

JUNE 2022

S	S	M	T	W	Th.	F
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Quarter 4 Exams: Jun.5 -9

Reports: Jun. 15

* Mid-year vacation dates are subject to the Ministry Of Education schedule.

- Quarter 1 : Sep. 12 – Nov. 4
- Quarter 2 : Nov. 14 – Jan. 13
- Quarter 3 :Jan.23 – Mar. 31
- Quarter 4 :Apr. 10 – Jun.2

Early dismissal for students on PD Days at 1 :30 p.m.

Section I: Academic Guide

Student Information

Classification of Students

Grade 9: Freshman: A student entering high school for the first time.

Grade 10: Sophomore: A student in the second year of high school.

Grade 11: Junior: A student in the third year of high school.

Grade 12: Senior: A student in the fourth year of high school that earned the minimum grades required for graduation will be classified as a senior.

GPA and Rank in Class Policy

Rank in class, honor graduate status, valedictorian, and salutatorian determination shall be based on a weighted grade point average (GPA) system. Grade points shall be based on semester grades for courses taken in grades 9–12.

Grade Point Average (GPA) is a measurement of your academic success in high school that colleges will consider very strongly in the admissions process. A **weighted** GPA is a GPA that takes the difficulty of your classes into account along with your **grades**. At **RAS**, we use a weighted 4.0 GPA scale to assess student grades.

Below is a table that shows how this scale corresponds to each letter grade:

Letter Grade	GPA
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

Valedictorian and Salutatorian Requirements: The valedictorian shall be the eligible graduate with the highest GPA; the salutatorian shall be the eligible graduate with the second highest GPA

Grading and Assessment Scheme

Student academic evaluation is achieved through the use of a grading system. An average grade of 70 is required for successful completion of a course.

In a student-centered model of education, the student is expected to be the center and an active participant in the learning process. Each classroom period is designed such that it enables the students to understand and apply specific learning objectives which require the use of higher order thinking skills towards the enhancement of their problem solving skills. However, this cannot be fully achieved without a well-informed process of assessing both teaching and learning that validates students' work, participation, and creativity. Therefore, the teachers will apply an assessment scheme that considers all features of student effort and that places different weights on both learning and teaching assessment tools as follows:

Assessment Tool	Weight	Comment
Conduct	5%	Please see attached weekly calculated rubric.
H.W. (teaching assessment tool)	15%	H.W. is to be graded for punctuality and presentation (tidiness).
C.W. (teaching assessment tool)	10%	Please see attached weekly calculated rubric.
Project (+appropriate rubric) (teaching and learning assessment tool)	15%	Project weight is to be distributed as follows: 5% for research or group work, 5% for meeting deadlines, and 5% for presentation of final product. If no project is assigned/ quarter, 15% will be <u>evenly</u> redistributed over H.W., C.W., and quizzes.
Quizzes (learning assessment tool)	20%	An average of 6 quizzes per quarter is to be assigned.
Quarterly Exams (learning assessment tool)	30%	Only students with medical certificates or travel excuses will be entitled for a make-up exam with provided that they obtain permission from the school principal. $\frac{\text{Exam Mark}}{\text{Total Exam Mark}} \times 30$ <i>Exam Marks on the e-Connect will be calculated as 30%.</i>
Make-Up Assignments & Credit Recovery Exams	Max. of 10%	For those students who would like to improve their grades. (Scheduled on an annual basis)
Bonus Assignments	Max. of 10 marks	Bonus marks are allowed as follows: Maximum of up to 5 marks on Quarter-exam (30%), and a maximum of up to 5 marks on student's effort (70%).
- Classwork/ Conduct Rubrics are to be used per lesson. -All grading is inputted onto Power School Student Management System system on a per class basis.		

Community Service Program

The purpose of the program is to promote volunteer service to the school and community. Students wishing to participate should complete hours of service, either individually or as part of a group project. All documented volunteer hours will be accepted including required hours completed for other organizations. The hours must be completed in grades 9-12 (hours completed during the summer following the 8th grade will also be accepted).

RAS offers three programs, in which our high school students collaborate with younger students by offering to mentor their academic and personal growth:

- ❖ **Community Service**: The high school students must participate in community service throughout the school by being assigned duties within the academic departments at RAS. A student should have a minimum of 25 community service hours per academic year. The student volunteers are credited with 5 marks that can/will be added to the percentage of any subject at the end of the academic year.
- ❖ **Big Brother/Big Sister**: High school students volunteer on a weekly basis for one hour after school on Thursdays. They are assigned younger students to interact and do activities with. They are credited each time they volunteer with 2 marks to be added to any subject, with a maximum of 10 marks per quarter (5 Thursdays).
- ❖ **After School Tutoring**: High school students volunteer on a weekly basis for one hour after school on Thursdays. They are assigned younger students to tutor in academic subjects that the student has requested assistance in. They are credited each time they volunteer with 2 marks to be added to any subject, with a maximum of 10 marks per quarter (5 Thursdays).

Please note: Due to COVID concerns, these programs have been temporarily suspended. Other activities are being planned to assist students in earning their community service hours.

Standardized Exams

ACT Aspire

The program tests students in five main subjects: math, reading, English, writing, and science. The goal of the ACT Aspire program is to measure student educational growth as an indicator of how well each student may eventually score on the actual ACT. Students in grades 2-10 are tested on a term schedule.

ACT

The ACT is a standardized test used for college admissions in the United States, Canada, and Europe. It is currently administered by TestRight, a nonprofit organization. The ACT test covers four academic skill areas: English, mathematics, reading, and scientific reasoning. It also offers an optional direct writing test.

EST: Egyptian Scholastic Test

The Egyptian Scholastic Test (EST) is developed by experts in 5 continents and validated by experts in the USA. It is then delivered by the Egyptian Ministry of Education and Technical Education (in collaboration with Pearson) and is developed especially for Egyptian students in the American Diploma division. The EST is a computer-based test that measures the readiness of the students to enter university and assesses the level of students in Reading, Writing and Math.

Advanced Placement Program

What is the AP® Program?

The AP® Program allows students to participate in college preparatory courses and college level courses while still in high school. Secondary schools and colleges cooperate in this program to give students the opportunity to show mastery in college level courses by taking AP® exams in May of each school year. With successful completion of an AP® exam, many colleges will issue college credit.

What are the advantages of a student taking AP® courses?

The main advantage of taking a AP® course is better preparation for college. Students who take AP exams may receive college credit while still in high school, saving both time and money. Because the AP® curriculum is standardized across the nation, colleges and universities look favorably on students who have completed this course work, as they understand the depth and breadth of these challenging courses. Selected universities may expect to see AP® course work on a transcript. Students planning to apply to highly competitive colleges and universities are encouraged to take full advantage of AP® course offerings.

Who can enroll in an AP® course?

Any student can enroll in a AP® course. Students should consider their grades in prior course work, teacher recommendations and achievement levels on assessments and standardized tests when making decisions on the AP® program. Counselors can help students make informed decisions on the appropriate level course work, but admission is open to any student who chooses to take an AP® class. **Students are cautioned to choose their classes carefully and to pay attention to their overall class load and extra-curricular load.**

Recommendations for College Preparation

During their four years of high school, students have many teachers, coaches and role models. Some of the things students can do for the best chance of being accepted by the college of their choice include:

- Help to plan a challenging course schedule with their academic counselor.
- Keep records of classes and grades.
- Track graduation requirements.
- Research which college admission tests to take and when to take them.
- Connect information on various colleges, majors and careers.
- Research colleges to match academic profiles and career goals.
- Get advice on "safety," "probable" and "reach" colleges.
- Make sure transcripts are sent to colleges.
- Request letters of recommendation.
- Learn how aid awards and financial aid work, and look for local scholarship opportunities.

Course selection

College admission requirements are typically more stringent than high school graduation requirements. They often require a higher level of demonstrated competence in mathematics and science, and may even require a minimum number of years of foreign-language study. Make sure that you have the opportunity to participate in a college-prep academic program.

In addition to course topics, it is important that all students to take the most rigorous and challenging courses suitable for their academic level. The Advanced Placement Program® (AP®) provides willing and academically prepared high school students with the opportunity to study and learn at the college

level. Successfully completing these courses and doing well on the exams demonstrates to colleges that students are capable of success at the college level.

Standardized tests

A strong performance on standardized tests also helps students convince colleges that they are ready for the challenge. Students are encouraged to take standardized tests.

Extra-curriculars

Colleges also expect students to have interests outside of academics. Sports and other extracurricular activities show admission officers that students are well-rounded and can contribute to life on campus. Volunteering or interning also indicates a sense of duty and commitment, further proof that students are ready for the responsibilities college entails.

Academic Counseling Policy and Procedures

The policy goal of the Riada American School counseling program is to support all students through a comprehensive and developmental approach by addressing academic, college/career and personal/social skills necessary to achieve quality learning and lifelong success. The school counselor provides assistance to students by guiding them towards the appropriate path towards achieving academic excellence and becoming responsible members of society.

The Riada American School Counseling Program believes...

- All students have dignity, worth, the capacity to learn and have the right to be served by a comprehensive school counseling program which provides academic, college/career, personal and social support.
- There is a collaborative effort among the school counselor, administration and teachers to coordinate with parents and the community.
- Data will be used in assessing the needs and the effectiveness of the school counseling program and will drive future program development and evaluation.
- The school counselor adheres to ethical standards and regularly participates in professional development activities and abides by professional school counseling ethics.

1. TO SEE THE COUNSELOR:

Students

- Schedule an appointment in the High School Administrative office.
- Your counselor will meet with you to discuss academic options and/or other concerns.
- The High School Administrative office is open Sunday-Thursday from 7:30 a.m.-2:00 p.m.

Parents

- In delivering a comprehensive school counseling program, school counselors perform different roles including participating in professional learning community meetings, workshops, and classroom presentations which require the counselors to be out of the office. To better serve our families, parent appointment times can be made by contacting your student's counselor by email or phone. In case of emergencies or crisis, counselors will meet as necessary.

2. RECORDS REQUEST

- **Transcript Requests** - All requests go through Mrs. Shadwa Hussein at the Registrar's Office. Generally, requests take a week to process.

3. RECOMMENDATION LETTER REQUESTS

- Students needing recommendation letters from their counselor or teachers need to request their letters directly to the school counselor. Recommendations take 3 days to be completed.
- If you are late turning in your recommendation request your counselor will not have as much time to devote to your letter resulting in possibly a less comprehensive letter or in cases of extreme lateness on the student's part, missing the application deadline altogether.
- Students also must complete the student portion of the forms given to counselors as well as providing complete documents. This includes identifying information about the student and signatures where required. The counselor will supply students with addressed envelopes, but it is the responsibility of the student to arrange mailing with sufficient postage.

School counseling has great potential to contribute to the public by improving educational outcomes for students. The school counselor has a positive impact on student achievement through programs and services that are a part of the counseling program at Riada American School.

Attendance Policy

In order to clarify the attendance policy at Riada American High School, the administrative staff has identified the following major important points:

1. In order for students to earn credit, they must be in attendance for at least 90% of the total number of days during the year. Students must present their documentation to the Department Supervisor within 48 hours of the absence. Please make sure that the documentation shows the student's full name, reason for absence, and the date of the absence(s). Documentation must be either an official doctor's form including the exact date and time of the visit, a parent note documenting the illness within 48 hours of the absence, or other suitable documentation.
2. Excessive absence impairs a child's educational progress and can impact whether the child passes or fails a grade. More than 30 unexcused absences out of the 180 day school year is considered excessive and doesn't fulfill promotion/graduation-requirements.
3. When a student is absent from class, the school must be notified. If an absence is not notified, it will be considered unexcused. Parents may submit attendance excuses at 3high@riadaamericanschool.org.

Types of Absences

Excused Absences

These include

- Personal illness
- Illness of an immediate family member
- Death in the family
- Religious holidays of the student
- Special events, including but not limited to, important public functions, student conferences, student national competitions, as well as exceptional cases of family need. Students must get permission from the principal at least five days in advance.
- Students having or suspected of having a contagious disease or infection that are to be excluded from school and are not allowed returning to school until they no longer present a health hazard.

Please Note:

In case of excused absences, students shall;

1. Advise teachers of planned absences in advance.
2. Submit proof of excused absence document to Head of Department
3. Be responsible for all the work and assignments missed during the student's absence.
4. Make arrangements with teachers.
5. Complete it within a reasonable time as determined by the teacher after the student returns to school.
6. Receive credit for the submitted work.

2-Unexcused Absences

These include, but are not limited to the following

- Suspension from school.
- Truancy.
- Other avoidable absences that are not reported to school.

Please Note:

In case of unexcused absences, students shall;

1. Be responsible for completing all course work and turn it in to the appropriate teacher independently.
2. Have one day to complete the work and may only earn up to 50% credit. If the work is delayed further, no credit is earned.

STUDENT ILLNESS OR INJURY

There may be occasions where students are not feeling well or may be injured and require medical attention. Illness and injury will fall into two categories: mild and serious.

Mild concern:

When a student has a minor or injury, the matter should be reported to the teacher who will examine the case. Should there be a wound, injury, fever involved, the student should be taken to the school clinic. If appropriate, parents are to be called to arrange for the student to be taken home.

Serious Concern:

When the injury or illness is of a more serious concern, the doctor reports the matter to the principal's office to arrange hospital transfer and contact parents. **A brief written report is submitted to the principal's office.**

Tardiness:

Tardiness disrupts class, is inconsiderate to others, and interferes with learning. Students who violate tardy policy will be assigned detention and/or will be subject to suspension from school according to the following procedures. Students must be seated in their assigned seats on time. Tardies are recorded for each period by the classroom teacher. For purposes of discipline, tardies are compiled on a quarterly basis only and by class. Tardies are not carried over from quarter to quarter nor, are they combined from period d to period. Progressive disciplinary action for tardies is applied as follows:

- **1st Tardy** - Student receives “**Verbal Warning Slip**” no disciplinary action taken.
- **2nd Tardy** - Student receives “**Written Warning Slip**”
- **3rd Tardy** - Student assign 1st lesson detention. (Parent notification required)
- **4th Tardy** – Thursday after school detention (Till 3:00 pm).
- **5th Tardy** - In school suspension (Parent notification required).

Excuses for Being Late: **(after 8:00 a.m. bell)**

- Student brings a written note by parent to the front office to excuse lateness. This process allows the school to know that a parent/guardian is excusing the student's tardiness. Failure to follow this process will result in an unexcused tardy for the student.
- Excessive lateness will result in administrative review by the principal and assistant principal.

Discipline Policy for Students

Every student at RAS has the right to a quality education. Each teacher has the responsibility to teach and each student has the right and responsibility to learn. No student has the right to interfere with this process. Respect and courtesy are the foundation for the educational environment.

Aims

At RAS the disciplinary policy is one of the tools which aims to:

- 1) Provide students with a happy and secure environment in which they may learn and develop.
- 2) Enhance students' sense of responsibility, self-discipline, self-respect, and motivation.
- 3) Create an atmosphere of tolerance where diversity is appreciated and respected and where students can develop good interpersonal relationships with work and study habits.
- 4) Develop students' awareness of their own worth.
- 5) Cultivate students' acceptance and recognition of responsibility for their own decisions and actions, and for the consequences of their actions.
- 6) Provides a set of guidelines for good behavior which will help to develop each student's self-discipline and create the conditions for an orderly community in which effective learning takes place and where there is mutual respect between all members.

Scope

Student discipline is not only important within the school environment, but also affects the overall perception of the school within the local community. Therefore all RAS students are subject to the rules whenever they are on school premises, in school uniform, on school bus, travelling to and from school, and on school sponsored trips.

Rights of Students and Parents

Every student has the right to a learning environment free from bullying and intimidation, and to feel safe and happy at school. Students can expect consistent enforcement of school policies and fair administration of consequences for failure to follow the rules. At any time parents / students feel that their rights have been violated they may contact the office manager to register a complaint that will then be investigated by the school principal.

Responsibilities of Students and Parents

Parents must be the school ally in dealing with students who are being undisciplined. Parents' support at home will be of great benefit. Parents must believe that the school is being fair, with the well-being of the student at heart. We expect parents to set the best example for their children and reinforce respect for others at home, school and in the community. Parents, as partners in educating their children, have responsibilities in maintaining a positive attitude of students:

- To establish high expectations for the child's school behavior.
- To ensure regular attendance.
- To work cooperatively and respectfully with teachers.

Students' Responsibilities

Students also have certain responsibilities, both as citizens and as members of Riada American School. These responsibilities are in effect for all school functions whether the student is on premises in the building or off premises. (Traveling to or from school via transportation provided by the school). In order to guarantee students' rights, each person will assume responsibility for his / her own refrain from infringing upon the rights of others.

Students are expected to

- Avoid tardiness and show up to school and to classes on time.
- Show appropriate behavior at assemblies and dismissal time.
- Remain quiet and orderly in the classroom and be attentive to instruction.
- Respect the teacher and classmates.
- Be concerned about the safety and well-being of others.
- Behave courteously toward any adult or fellow student.
- Follow teacher's directions for seating, conduct and dismissal.
- Be prepared for class.
- Turn off cellular phones, and keep them out of sight during school hours unless allowed by teacher.
- Be responsible for keeping their lockers and books clean, tidy and closed unless they are using them.
- Be responsible for their belongings.
- Do their personal best daily.

Students are expected not to

- Leave the school grounds during school hours without a permission slip from the office.
- Use profane language or gestures, writing or pictures.
- Engage in any type of fighting (this includes play-fighting)
- Intimidate, harass, or threaten other students.
- Be disrespectful to, or use another person's property (lockers, bags, etc.)
- Use or throw any dangerous objects or weapons (pepper spray, Swiss knives, laser pointers, cutters, key chain, etc.) that will endanger or harm other people.
- Be on school grounds before 7:30 a.m. or after 2:30 p.m. unless involved in a supervised activity.
- Engage in any dishonest behavior (cheating, forgery of signatures, plagiarism, etc.)
- Be out of class without a hall pass at any time. It is expected that lavatory visits will be made between lessons or at break-time.
- Run in the building before, during, or after school.
- Misuse any school property, e.g. write on walls or desks, access prohibited internet sites...etc.
- Wear hats, bandanas, sunglasses, jewelry or accessories in the building.
- Eat or chew gum anywhere in the school building or on the school bus.
- Sell any item on school grounds (other than school approved fund-raisers). Items and any money involved become school property.



Offenses and Consequences

Note that while the following punishments are mandatory, teachers and staff may assign additional consequences or remedies as they see fit. For certain offenses all the KG-5 levels, the head of department has additional discretion to modify consequences up to and including what is specified on this list.

Offense	First Offense	Second Offense	Third Offense	Fourth Offense
Morning Tardiness	Verbal Warning	1 st block Detention	In School Suspension + Parent Referral	Contact Parent + Send home + Referral
Skiping Class	Warning + Parent Referral	1 day Class Suspension + Parent Teacher Conference	Class Suspension for a week + Referral	Academic Probation + Expulsion
Defiance of Authority	1 day Break Detention	1 week Break Detention + Referral	1day In School Suspension +Parent Conference	3 days Suspension + Behavior Probation
Disorderly Conduct	Verbal Warning	Break Detention + Referral	1day In School Suspension + Parent Conference	3 days Suspension + Behavior Probation
Dress Code Violation	Verbal Warning	Break Detention + Referral	1day In School Suspension + Referral	3days In School Suspension + Parent Conference
Verbal Abuse / Foul Language	Break detention + Referral	1day In School Suspension + Parent Teacher Conference	3days In School Suspension	3 days Suspension + Behavior Probation
Cheating / Plagiarism	Verbal warning 0 for assignment + Parent Teacher Conference	1day In School Suspension	3days Suspension	Expulsion
Theft	Return of stolen item or compensation for its loss + 1day In School Suspension + Immediate Parent Conference	3days Suspension + Referral	Expulsion	
Destruction of Property	Parent contact + Break detention + Compensation for damaged or broken item or items	Compensation 1day In-school Suspension + Parent Teacher Conference	Parent conference + 3 days Suspension + Compensation	
Smoking / Possession of tobacco	1day Immediate Suspension +Parent Conference	3days Immediate Suspension + Parent Conference	Expulsion	
Violence of any kind	1day Suspension + Parent Contact	3 days Suspension + Parent Conference	Expulsion	
General Bad or Uncivil Behavior	Break Detention	Break Detention + Referral	1day In-School Suspension + Parent contact	3days In-School Suspension + Behavior Probation
Drug/Alcohol Possession or Abuse	Immediate Expulsion			
Failure to turn in Homework	Break detention until homework is done.	Break Detention until homework is done + Parent Contact + Referral	Break Detention until homework is done + Parent Conference	Break Detention until homework is done +Parent Conference + Academic Probation
Misuse of internet	Parent Contact + Break detention	Parent Contact + 1day Suspension	3days Suspension + Behavior Probation	Expulsion + Parent Contact

Positive Discipline

Emphasis on discipline should, wherever possible, be through positive means such as encouragement, praise, or other rewards. Examples of positive discipline are:

- 1) Verbal and non-verbal encouragement (smiles, nice words)
- 2) Written comments on work.
- 3) Referral to class teacher or assistant director for commendation.
- 4) Given special responsibility.
- 5) Written recognition in report cards or letters to parents or and certificates of merit.

Student Conferences

There may be need for teachers to conference with students regarding behavior, attitude, or results. If a teacher should feel uncomfortable about the dynamics of such a conference, the participation of an administrator is advisable. The teacher should consult with the administrator to set a structure for such conference.

Parent Conferences

Conferencing with parents and keeping them apprised of their child's progress is advised and supported by school. Occasionally parents, in their zeal to support and protect their child, may become accusatory or threatening to a teacher. If a teacher feels uncomfortable in conferencing with a parent, the participation of the principal is advised.

Bullying Prevention Policy

Riada American School endeavors to maintain a safe learning environment where students can achieve the highest academic standard. All staff members of RAS are committed to creating an environment in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. Bullying of any type has no place in a school setting.

Riada American School will endeavor to maintain a school culture free of bullying and shall not tolerate and form of bullying.

Definitions

“Bullying” is the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

Bullying and/or cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When a student alleges that bullying and/or cyber-bullying has occurred, the administration of Riada American School expects the full cooperation and assistance of all involved parties, in the investigation process and in preventing bullying and/or cyber-bullying in the future.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

“Retaliation” is any form of intimidation, reprisal or harassment by a current student or former student directed against a student who reports bullying and/or cyber-bullying, provides information during an

investigation of bullying and/or cyber-bullying, or witnesses or has reliable information about bullying and/or cyber-bullying.

Prohibitions:

Bullying and/or cyber-bullying are prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, or used by Riada American School.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The principal and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as national laws.

The Principal is responsible for the implementation of the bullying prevention and implementation plan at Riada American School.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, must report such incidents to the school principal or designee, or a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken against the aggressor solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

Any member of a school staff shall immediately report any instance of bullying the staff member witnessed or become aware of to the school principal or their designee.

Investigation Procedures

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with school disciplinary policies.

RAS shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee.

Confidentiality shall be maintained to the extent consistent with the school's obligations.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Target Assistance

Riada American School does implement an Advocacy policy and provides counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and aggressors, affected by bullying or retaliation, as necessary.

Definitions for Unsatisfactory Behavior

Verbal Warning

Teacher will remind student of the rule in question. This warning is documented. The student will sign a sheet of paper acknowledging that the warning has been given.

Break Detention

This is a detention carried out during the student's regular break. They will report to a designated room or area. During detention, students must sit in their seats. They may eat their lunch or do schoolwork only. They may not talk to other students.

In school suspension (ISS)

During an In School Suspension (ISS), students are removed from their regular classrooms and schedules. They will report immediately upon arrival to school to the In School Suspension room. Students in In School Suspension are not allowed to talk to other students. They do not get regular break, and must eat their lunches sitting in the ISS room. They will do their assigned work for the day. Teachers may assign additional work for such students in order to keep them busy. Parents are always notified of In School Suspensions.

Suspension

In suspension students are not allowed to come to school. They will receive no credit for the day/days on suspension they will be responsible for completing school work. Parents are always notified of school suspension.

Expulsion

On rare occasion, a student may behave in such a manner that the health, safety, or welfare of others may be placed in jeopardy-or a series of serious offenses have accrued. Students are banned from campus and not allowed to return for the remainder of the academic year. They will receive no credit for the academic year. Make up work is not possible. The school will not refund parents' money in the case of expulsion. Students who are to be immediately expelled will be removed from class and placed in In School Suspension until either the end of that school day or until their parent or guardian arrives to pick them up. Afterwards they shall be banned from campus.

Parent Contact

The teacher will make a phone call, notifying the parent of the student's behavior and the particular offense or offenses committed.

Parent Teacher Conference

The parent or guardian of the student will travel to the Riada American School at the convenience of the teacher in order to discuss the student's behavior. Such conferences will address the offenses committed as well as possible remedies for the behavior in question. These conferences are meant to prevent future misbehavior, not chastise the parent. These meetings are in addition to regularly scheduled parent meetings.

Tardiness

Lateness to class or other required school function. In order to be considered on time, a student must be in the room in their seat, with all items out and ready to begin class when the bell rings. Being over 5 minutes late is considered an unexcused absence and will result in the appropriate consequence specified on the offense list. However, regardless of whether or not a student is tardy or granted an unexcused absence for excessive lateness, they still must attend class.

Skipping Class / Unexcused Absence

Any absence that has not been accounted for by a note AND a phone call from the parent and approved by the principal. For absences of an entire class period, the matter will be referred to the Head of Discipline for investigation.

Defiance of Authority

Refusal to comply with and all requests made by school personnel. This includes, but is not limited to teachers, staff, security guards, and bus drivers.

Disorderly Conduct

Any behavior or conduct that is disruptive to the activities of the school or that prevents other students from having a safe, orderly, and productive learning environment.

Dress Code Violations

Failure to observe the school's written dress code in any way.

Verbal abuse

Statements that intimidate, threaten, or otherwise bully any person on or off school campus.

Cheating / Plagiarism

Plagiarizing is offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgement or when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer.

Theft

Taking anything that does not belong to you.

Smoking

Smoking is strictly on school grounds, on the buses, outside the school gate in the bus drop-off and pick-up areas, or at any school sponsored functions. The use, sale, or possession of tobacco of any kind on school property or during any school activity. All students in a smoking group are liable for punishment, whether or not they themselves were smoking.

Destruction of Property

Destroying or otherwise damaging in any way objects or materials belonging to the school, school personnel, or other persons.

Violence of any kind

This includes physical contact intending to harm to another person, or threats of such harm.

General Bad or Uncivil Behavior

This encompasses any inappropriate conduct or behavior that is not otherwise covered in these documents.

Drug/ Alcohol Possession or Abuse

The possession or abuse of alcohol or any drugs prohibited by the government of Egypt.

Failure to submit homework

This is when students fail to turn in their homework at the appointed time and place.

Misuse of school network and internet

When students illegally access any private teacher accounts or use the internet to view or download any inappropriate material.

Dress Code

School Uniform is to be worn at ALL School Times.

Daily School uniform description:

The RAS uniform is made up of the following items:

- 2 stripped polo shirts: red and navy blue
- Navy blue pants.
- Navy blue sweater.
- Black shoes or sneakers.

Gym uniform description:

- Navy and gray track-suit.
- P.E. t- shirt.
- Sneakers.

General Guidelines:

The wearing or carrying of any item of clothing, make-up, jewelry, accessory, or symbol which, by the nature of its color, design, arrangement, representation, trademark, or any other attribute disrupts the school climate or denotes inappropriate behavior is prohibited on and off school grounds and at school activities.

Specific Guidelines:

- No hats, caps, bandanas, sweatshirt worn up hoods or other head coverings.
- Only one belt buckle may be worn at any one time. Belts must be in pant loops and not hanging loose.
- Hair shall be clean and well combed or brushed. Extreme hairstyles will not be acceptable
- No chains of any type.
- Students must wear shoes that are safe and appropriate for the learning environment. Footwear commonly considered as beachwear is prohibited. For example, backless shoes, flip-flops, beach sandals, or other such beach shoes will not be allowed in school.
- No extremely oversized pants or shorts. Pants and shorts must be worn above the hips - no sagging.
- No "see through" apparel or extremely short skirts / shorts.
- No underwear showing! This includes any other type of clothing that resembles underwear.
- No other type of clothing that the administration considers inappropriate for a school setting.
- Any form of body art is unacceptable.
- Nail polish, long, or synthetic nails is unacceptable.

Please note the following:

- Uniform items are available for sale at **Riada Language School.**
- On gym days, students will come to school wearing their gym uniforms.
- Sneakers may only be worn during gym classes.
- Parents are expected to cooperate with the school in making sure all students follow the approved dress code as stated above. It will be strictly enforced

Emergency Procedures: In case of an emergency or illness the school administrator will contact the parent. Please fill out the enclosed **“Emergency Card”** for contact numbers (Section III:Forms)

Section II: Course Information

The following list of courses is available for high school students:

Grade 10

English: Language and Literature: This English Language Arts and Literature course builds upon skills acquired in Grade 9 English and satisfies English credit for high school diploma and offers an in-depth study of a variety of genres of reading and writing based on the objectives outlined in the Common Core State Standards. The class is developed around modules that integrate reading, writing and vocabulary that are relevant and appealing to the interests of high school students.

Math: Algebra 2: Algebra 2 formalizes and extends students' algebra and geometry experiences from Algebra I and Geometry courses. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, radical, and trigonometric functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students extend their knowledge of statistics and explore probability

Science: Biology: Biology includes the study of a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

History: United States History: The United States of America is a nation with a rich history and a noble goal: government of the people, by the people, for the people. Its citizens' struggle to achieve that goal is a dramatic story stretching over hundreds of years.

French: This course is structured around developing the students' practical use of the French language. *Allez, viens!* Level 3 consists of twelve instructional chapters. To facilitate articulation from one level to the next, chapters 1, 2 and 12 are review chapters and chapter 11 introduces minimal new material.

Computer: The course stresses the principles of word processing represented in paragraph formatting and editing tools, page formatting, tables and columns, advanced topics, desktop publishing and graphics. Also, the course enhances students' competencies to use computer systems and internet, interacting with computer, processing data, networks and data communications, graphics and multimedia and software programming and development.

Art: There are seven elements in art. They are color, form, line, shape, space, texture, and value. The ten common principles of art are balance, emphasis, harmony, movement, pattern, proportion, repetition, rhythm, unity, and variety. Students are taught to produce art based on these elements.

English: Language and Literature: The course deals with the art of the novel, the different forms of poetry, and with a wide scope of dramatic texts. The course requires comprising, reading and analyzing different genres of literary texts in order to understand literature from a different time and culture. Students are required to apply the strategies of the reading process during reading dramatic scenes, poems, and short stories.

This course provides direct instruction and additional practice for the reading skills taught. It focuses on building reading, vocabulary and literary skills as well as interacting with the literature, analyze what they read and apply the analyses to their own experiences.

Math: Pre-Calculus: This course focuses on mastering the basics of pre-calculus methods. The quality and quantity of the exercises, combined with interesting applications and innovative resources, make teaching easier and help students succeed. Retaining the series' emphasis on student support, selected examples throughout the text include notations directing students to previous sections to review concepts and skills needed to master the material at hand. The book also achieves accessibility through careful writing and design—including examples with detailed solutions that begin and end on the same page, which maximizes readability. Similarly, side-by-side solutions show algebraic, graphical, and numerical representations of the mathematics and support a variety of learning styles. Reflecting its subtitle, this significant revision focuses more than ever on showing students the relevance of mathematics in their lives and future careers.

Science: Physics: Physics is a mathematical honors level science course requiring a strong background in algebra and trigonometry. The course is designed for the college bound student. Students who plan on majoring in science, pre-medicine, or engineering are especially encouraged to enroll. Topics covered in the course include: measurement, optics, translational motion, projectile motion, circular motion, rotational motion, vibrational motion, kinematic equations, basic calculus applications, vectors, forces, energy, momentum, conservation laws, waves and sound, and electromagnetics. Students will study these concepts through demonstrations, laboratory experiments, problem-solving exercises, and projects.

History/Social Sciences: Economics: Concepts and Choices: The course is an introduction to the basic tools of micro- and macroeconomic analysis. First, Microeconomics deals with consumers, firms, markets and income distribution. Students will be introduced to the analytical tools of microeconomic analysis used to examine the behavior of consumers and producers, and how they interact in various types of market structures to determine prices and outputs. Students are also introduced to market failures and to alternative policies that may be implemented to deal with them.

French: This course is structured around developing the students' practical use of the French language. *Allez, viens!* Level 3 consists of twelve instructional chapters. To facilitate articulation from one level to the next, chapters 1, 2 and 12 are review chapters and chapter 11 introduces minimal new material. There are also 2 major cultural features to help students develop an appreciation and understanding of the cultures of French – speaking countries.

Electives

Students in Grade 11 choose one of the following Electives:

Computer: The course offers students the opportunities to develop their website development tools, planning a website, developing content and layout, enhancing, adding interactivity, functionality and multimedia to a website, publishing and maintaining a website and advanced HTML, scripting, tables and frames. By working with MS publisher, MS excel tables, calculations, formatting and charts, MS Access; forms, queries and reports, movie maker, Internet security and viruses. Students will get the chance to increase their skills and prepare themselves for the future challenging career requirements.

Art & Design: The Arts and Design Elective course intends to provide students with knowledge of the different arts and design forms, materials, media, and production in the creative industries. This track will also expose you to various influential artists and works across time and around the globe.

Health: Health Education provides students with knowledge, attitudes, and skills to make health-promoting decisions. In this Elective course, the classes address the physical, mental, emotional, social, and spiritual dimensions of health.

Accounting: The Accounting Elective course provides in-depth study of the accounting cycle including record-keeping, preparation of financial statements, and the theory of accounts.

World Politics: The course objective is to analyze government systems, political activities and other aspects of political science, including civil liberties and rights, forms of government, electoral systems and public policy. Choosing and participating in this elective course is synonymous with the RAS Model United Nations club.

Grade 12

English: Language and Literature: In this course, students will study a variety of written and literary genres including: vocabulary development, reading comprehension, literary response, writing strategies, writing applications, speaking skills/discussions, and grammar. This study is based on the objectives outlined in the Common Core State Standards. The class is developed around modules that integrate reading, writing and vocabulary that are relevant and appealing to the interests of high school students.

Math: Calculus: Calculus is designed for mathematically talented students who are intellectually curious and are independent thinkers. It includes an in-depth study of traditional pre-calculus concepts such as functions, trigonometry, analytic geometry, sequences and series, probability, statistics and data analysis as well as an introduction to calculus.

Science: Chemistry: This course also covers organic and nuclear chemistry, as well as the different types of bonding. Students explore chemistry by studying the atom, the combination of atoms in compounds, and interactions between matter and energy.

Science: Advanced Biology: Advanced Biology is the study of living organisms and how these interact with each other and their environments. The subject is made up of major core components such as cell biology, biochemistry, physiology, microbiology, genetics, ecology and evolution.

History/ Social Sciences: Psychology: Principals in Practice: This course introduces students to the field of psychology and its research methods, and surveys the basic perspectives of psychology with respect to learning, memory, thought, child development, sensation and perception, and physiology.

History/ Social Science: Business: Concepts and Choices: The course shows the student how these functions exist in a changing society and the type of decisions which must be made within that environment. The course is also designed to expose the student to the multitude of career fields in the areas of business. The importance of business in the modern society is also stressed throughout the course. Topics such as business environment, management, entrepreneurship, organization, marketing, finance, accounting, human resources and other areas of general business interest are discussed in an introductory manner.

- ❖ *Students choose either Business or Psychology to fulfill the Social Sciences requirement in grade 12.*

French: The focus of this class will be on real-life language use, the integration of French and Francophone culture and language, and the acquisition of the four skills: reading, listening, writing, and speaking.

Spanish: In the Spanish course, the basic fundamentals of the Spanish language are taught. The course covers pronunciation and fundamental grammatical principles introduced through the development of skill and listening comprehension and speaking, followed by practice in reading and writing Spanish.

- ❖ *Students choose either French or Spanish to fulfill the language requirement in grade 12.*

Electives

Students in Grade 12 choose one of the following Electives:

Computer: The course offers students the opportunities to develop their website development tools, planning a website, developing content and layout, enhancing, adding interactivity, functionality and multimedia to a website, publishing and maintaining a website and advanced HTML, scripting, tables and frames. By working with MS publisher, MS excel tables, calculations, formatting and charts, MS Access; forms, queries and reports, movie maker. Internet security and viruses students will get the chance to increase their skills and prepare themselves for the future challenging career requirements.

Art & Design: The Arts and Design Elective course intends to provide students with knowledge of the different arts and design forms, materials, media, and production in the creative industries. This track will also expose you to various influential artists and works across time and around the globe.

Drama: In Drama, students are able to explore intellectual, social, physical, emotional and moral domains through learning which involves thought, feeling and action. Drama fosters self discipline, confidence and team work and develops skills in interpreting, researching, negotiating, problem solving and decision making.

Accounting: The Accounting Elective course provides in-depth study of the accounting cycle including record-keeping, preparation of financial statements, and the theory of accounts.

Statistics: The Statistics Elective course is an introductory course in statistics intended for students in a wide variety of areas of study. Topics discussed include displaying and describing data, the normal curve, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world.

Egyptian Ministry of Higher Education Requirements

Guidelines for University Admissions For American High School Diploma

A. General Guidelines for International certificates:

1. Subjects that will not be considered among the 8 required or optional subjects for university admissions are: General Science, Arabic, Religion, Physical Education, Music and Military Science.
2. Students who do not pass in *Thanaweya Amma* (grades 12) Arabic and Religion Exam need to pass these exams before starting at university. If a student fails Ministry of Education exams, they will be required to take a summer retest. If they fail the retest, they will be required to repeat the year.
3. Students applying to university must have 3 years of schooling after obtaining the *Adadeya* (grade 9) certificate or its equivalent or 6 years of schooling after obtaining the *Ebetedaya* certificate (grade 6), or 12 years in international education.

Students who do not fulfill the above requirement will not be accepted to university until they have completed this requirement and must apply for admission the following year according to admission guidelines of the academic year in which they are applying.

B. Guidelines for accepting American High School Diploma:

1. Students should pass 8 subjects from those required for each faculty after completing grade 12 – each subject must be at least one credit – and a maximum of 3 subjects may be taken from grade 11. (Some private universities, such as GUC and BUE, may accept 2 subjects from grade 10).
2. For Public Universities:
The Supreme Council of Universities has accepted the following in calculating the American Diploma:
 - a. Minimum score of 1050 out of 1600 for EST I
 - b. Minimum score of 1100 out of 1600 (for two subjects) for EST II
3. For Institutions and Academies:
The Supreme Council of Universities has accepted the following in calculating the American Diploma:
 - a. Minimum score of 890 out of 1600 for EST I
 - b. Minimum score of 900 out of 1600 (for two subjects) for EST II
4. Please note the following requirements:
 - For the faculties of Medicine, Pharmacy, Dentistry, Physiotherapy, Veterinary Medicine, and Nursing, the 2 subjects required are **Biology** and one of the following: **Physics, Chemistry, and Mathematics**.
 - For the faculties of Engineering, Information Technology, Computer, Fine Arts (Architecture section), and Urban Planning, the 2 subjects required are **Mathematics** and one of the following: **Physics, Chemistry and Biology**.

- A holder of an American High School Diploma who wants to apply to the faculties or institutes of Medicine, Pharmacy, Dentistry, Physiotherapy, Veterinary Medicine, Nursing, Engineering, Information Technology, Computer, Fine Arts (Architecture section), and Urban Planning, has to take two subjects in EST II. For all other majors, EST I is enough.
- To give the students the best chance possible, His Excellency the Minister has announced that Matching and Super Matching are allowed for the EST
- The EST I and EST II scores can be used for up to 3 years after the test results, although students need to refer to the Supreme Council of Universities guidelines to confirm the timelines for applying to schools

C. In addition to the above, the Supreme Council for Universities has decided the following:

All other guidelines and conditions for acceptance to universities in Egypt previously set by the Supreme Council for Universities shall be implemented for American Diploma students.

Courses Considered for University Admissions

All universities and colleges in Egypt, with the exception of the American University in Cairo (AUC), follow the guidelines of the Ministry of Higher Education. The 8 subjects required are calculated as follows: a minimum of 5 subjects from grade 12 and a maximum of 3 subjects from grade 11. Some private universities such as German University in Cairo (GUC) and British University in Egypt (BUE), however, may accept a maximum of 2 subjects from grade 10 if necessary.

Below are the required subjects for each faculty that should be included in the 8 subjects:

Sciences			
Faculty	Required	Optional	Other Requirements
Medicine Dentistry Pharmacy Nursing Veterinary Physiotherapy Science Agriculture Applied Arts *	<ul style="list-style-type: none"> English Language Physics Chemistry or Applied Chemistry Biology Mathematics or any branch of it SAT I	<u>3 other subjects</u> optional	2 SAT II subject tests (maximum is $800 \times 2 = 1600$) 1. Biology (required) 2. Physics, Chemistry or Math *Pass entry tests held at Faculty.
Engineering			
Faculty	Required	Optional	Other Requirements
Engineering Petroleum & Mining Construction Electronics Agriculture Computer Technology (Engineering Section) Urban Planning Fine Arts (Architecture Section) *	<ul style="list-style-type: none"> English Language Physics Chemistry or Applied Chemistry Mathematics (Pre-Calculus) Advanced Mathematics (Calculus) SAT I	<u>3 other subjects</u> optional	2 SAT II subject tests (maximum is $800 \times 2 = 1600$) 1. Math (required) 2. Physics, Chemistry or Biology *Pass entry tests held at Faculty.
Liberal Arts & Humanities			
Faculty	Required	Optional	Other Requirements
Economics & Political Science Mass Communications Commerce & Business Administration Archeology	<ul style="list-style-type: none"> English Language SAT I (minimum score 1050 for public universities and 890 for private universities) 	<u>7 other subjects</u> from the following: Physics Chemistry or Applied Chemistry Biology (cont.)	

Law		English Literature Human Biology Mathematics Sociology Psychology Statistics Philosophy or Logistics History Geography or Global Studies Social Studies Economics Accounting Business Studies Consumer Math Computer Studies or IT Art Drama Ecology Thinking Skills Environmental Management Religious Studies Travel & Tourism Political Science US Government & Politics German French Spanish Latin or Greek One of the European Languages	Passing in French (either at school or at the Faculty) is required for graduation from university.
Tourism Hotel Management		Must obtain a minimum of 70% in the first foreign language. Pass entry tests held at the Faculty, personal interview and medical checkup.	
Fine Arts (Art Section) Art Education Education Music Physical Education		Pass entry tests held at the Faculty.	
Language (Alson)		Must obtain a minimum of 75% in Arabic Language, first & second foreign languages. Students who didn't take a second foreign language must pass an exam with a minimum grade of 75% before moving to the second year of university.	

Individual High School Diploma Graduation Plan

Student's Name: _____	Current Grade Level: _____
Intended University: _____	Intended Major: _____

RAS High School Program of Studies

Grade 9	Credit	Grade 10	Credit
English 9	1	English 10	1
Math	1	Math	1
M. World History	1	U.S. History	1
N.S		N.S	
Physical Science	1	Biology	1
French	1	French	1
Computer	1	Computer	1
Art	0.5	Art	0.5
Physical Education	0.5	Physical Education	0.5
Arabic & Religion	NC	Arabic & Religion	NC
Total	7	Total	7
Grade 11	Credit	Grade 12	Credit
English 11	1	English 12	1
Math	1	Math	1
Social Sciences: Economics	1	*Social Sciences: Business / Psychology	1
Physics	1	Chemistry	1
French	1	Adv. Biology	1
Physical Education	0.5	Physical Education	0.5
**Elective Course	1	**Language: French /Spanish	1
		***Elective Course	1
Arabic & Religion	NC	Arabic & Religion	NC
Total	6.5	Total	7.5

Total Credits: 28

** Gr. 11 Elective Courses: Choose 1 as the Grade 11 year Elective course:

1. Computer: _____
2. Art and Design: _____
3. Health: _____
4. Accounting: _____
5. World Politics: _____

* Social Sciences:

1. Business: _____
2. Psychology: _____

Elective Courses: Choose a different Elective course for the Grade 12 year:

1. Computer: _____
2. Statistics: _____
3. Art and Design: _____
4. Drama: _____
5. Accounting: _____

*** Language:

1. French: _____
2. Spanish: _____

**** Students MUST take 1 Elective course in Grade 11 and a different Elective course in Grade 12.

***** NC (Non- Credit): Ministry of Education Subject: Students are tested according to MOE directives.

Please note the following:

- ❖ Students may change subject within the first two weeks of the academic year.
- ❖ In case of any change, written parental approval is mandatory.

Grade Makeup Policy

Intent:

The Grade Makeup Policy of Riada American School is an opportunity provided for students to earn an academic **credit** without repeating an entire **course** by completing additional work or resubmitting required work in a **course** that they have not successfully completed. The strategy for **credit recovery** is individualized and may vary from student to student. This Credit Recovery policy provides consistent and transparent processes for credit attainment for all students. As schools are encouraged to develop processes and procedures to assist students in acquiring credits in courses for which they have received an incomplete, unsatisfactory, or a failing grade. This policy provides broad guidance regarding credit recovery allowing Riada American School to make decisions under detailed or exceptional circumstances.

The Grade Makeup Policy processes and expectations are clearly communicated to students by their teachers and/or in-school administrators so that students can exercise all options available to them in obtaining credits to graduate.

Statement of Purpose:

The purpose of the Grade Makeup Policy is to provide guidance to the teaching staff of Riada American School. The Grade Makeup Policy allows students who have been unsuccessful in mastering particular content or skills an opportunity to apply for grade improvement as an alternative to repeating an entire course. This policy explains the opportunities provided to students as stated:

1. **Corrective Assignments:** Students receive additional assignments that are completed and submitted to the subject teacher. The assignments are graded and added to the individual student's grade records.
2. **Grade Recovery:** Students who have passed courses with the minimal grade requirement are advised to sit for Grade Recovery exams. Grade Recovery allows students to improve their grades for the current academic year. Students in grade 12 are offered a Semester 1 and a Semester 2 Grade Recovery Exam, while students in other grades are offered this opportunity on an annual basis.
3. **Credit Recovery:** Students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion. In order to be eligible for credit recovery, a student must have completed the entire course and received a failing grade for the course. If a student meets the minimum passing mark for the previously failed course, they may also sit for a Grade Recovery Exam.

The rules, regulations, and processes of the Grade Makeup Policy shall be available to faculty, students, and parents/guardians. The school has established the following guidelines for its Grade Makeup Policy:

Credit Recovery Program Admission and Removal

- a. The Grade Makeup Policy guidelines shall be available to all personnel, students, parents, and guardians.
- b. The school has established a process that requires parental consent.
- c. The school has established minimum criteria to determine admission eligibility for participation in and removal from the credit recovery program, if necessary.
- d. Only students who have failed a course may enroll in credit recovery to earn a minimum passing grade. Credit recovery cannot be used by a student who has passed the course to improve the students assigned course grade.
- e. Students shall not remain in the same credit recovery course for more than the specified time.
- f. Courses taken for credit recovery must be completed successfully at least two weeks prior to the last day of the school year. All credit recovery coursework must be completed under the supervision of personnel designated by the school principal.
- g. The school shall establish specific procedures for the evaluation of student progress and determining grades.
- h. Beginning with the school year 2018-2019, a student who is placed credit recovery to earn a Carnegie unit(s) may only earn the minimum passing grade on the school's grading scale. The credit recovery grade shall be recorded upon completion of the course. The credit recovery grade shall replace the previous failing course grade.



Section III: Forms

Form: Student Information Sheet: In the process of updating student records, you are kindly requested to fill in this form with all the information requested. Please note that you must return this form, completed, to be able to access the student management database regarding your child's progress in school.

1) First name:		
2) Middle name:		
3) Last name:		
4) Student Email:	5) Cell Phone:	6) Home Phone:
7) Birth Date:	8) Date Enrolled at RAS:	9) Previous School:
10) Gender: Circle the correct choice: (M) (F)	11) Grade Level : Write in the number below: _____	12) Class Group: Circle the correct choice: (Blue) (Green)
13) Nationality	14) Father's Name:	
15) Father's Occupation:	16) Father's Home Address & Phone Number:	17) Father's E-Mail:
18) Father's Cell Phone:	19) Father's Work Address & Phone:	
20) Mother's Cell Phone:	21) Mother's Name:	
22) Mother's Occupation:	23) Mother's Home Address & Phone Number:	24) Mother's E-Mail:
25) Mother's Work Address & Phone:		
26) Medical Information: List all conditions, medications & current treatments		

In Case of Emergency....

Contact Card

Student Name: _____ Grade Level: _____

Address: _____

Mother's Name & Contact #: _____

Father's Name & Contact #: _____

In case of not being able to reach either parent, please list two additional contacts:

Name	Address	Contact #	Relationship

Medical Information:

Medications	Allergies



Class
of 2019



Class of
2020





Class of
2021







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