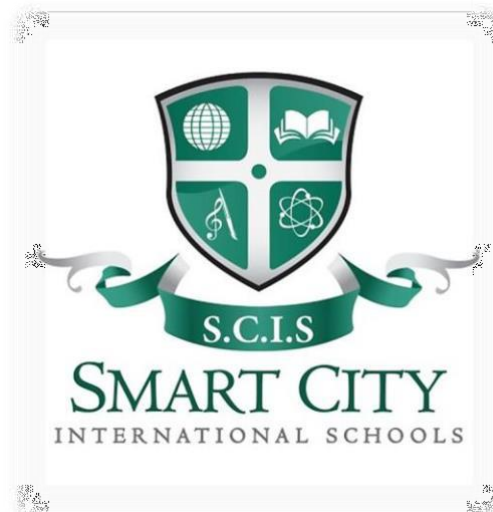


Smart City International School (Assuit)

Student Handbook



2024-2025

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WELCOME NOTE FROM THE LEADERSHIP TEAM

Dear Parents,

Welcome to Smart City International School. This handbook is designed to provide helpful and important information about our curriculum and our procedures. Hopefully it has sufficient acquaintance about who we are and how we plan to give your children a valuable and fulfilling educational experience. You and your child are about to embark on a memorable journey at Smart City International School. We very much look forward to you becoming part of the Smart City family and getting to know your children; we promise to make their time here enjoyable and challenging.

We at Smart City are aware that children who feel safe and happy at school will develop in confidence, learn, and develop to their full potentials. We strive to provide a secure and friendly school where all of our students can feel cared for and valued as individuals. We have been involving in education over the past fifteen years and through our experience have discovered that effective education can only be resulted when all involved; teachers, students, staff, and parents feel a strong sense of belonging to the school community. We at SCIS are committed to creating a school community within which parents, teachers, and students share in each other's' goals and work together in a partnership with mutual aims and benefits. We very much look forward to our constant communication throughout the coming school year. The team of leaders and teachers which we have gathered together will form an experienced, highly devoted and active group of outstanding educators, and together we look forward to teaching, mentoring and guiding our students as they journey through their school years.

Our School Mission and Vision statements are written below and important as they might be, they are statements of basic principles, usually fluid and of a general nature. A school community requires much more than that, because effective education must be based on discipline, commitment, dedication, and loyalty to oneself, and to other members of the community, so I underline that it is on these bases, that we shall help our children to succeed in their lives and therefore maintain our strength as a school. I am hopeful that parents will endorse our commitment and support our efforts.

As with any organization we have a set of important rules and policies that must be followed to ensure the success of our school, and we encourage you to read and understand the guidelines and expectations set forth in this handbook. This handbook will be referenced by members of the SCIS community in communication with you. In this pack, there are various important papers regarding your child's academic life here at SCIS for you to read and some to complete.

Please complete the 'GETTING TO KNOW YOUR CHILD' form at the back of this handbook and return it to school at the start of the school year.

School's principal

Our Vision

At Smart City International School, we envision a future filled with possibilities for each and every one of our students where a sense of personal responsibility is taught in a structured environment, dreams are inspired through a nurturing approach, and goals are achieved through passion, hard work and dedication.

Our Mission

Students:

SCIS values each one of our students by recognizing each one of them as an individual and that their voices matter in this world.

Motivate:

At SCIS we believe that it is our responsibility to provide an enriched environment which inspires and motivates our students to follow their dreams and work hard to accomplish their goals.

Advancing:

Our mission is not to expect excellence, but rather to create it by consistently promoting growth and development.

Respect:

SCIS community centers its entire character program around the significance of respect., all other character traits will follow.

Together:

Everyone in our school community is responsible for the education and developmental growth of our students, including our students.

School Goals

- ☐ To value each student and encourage each to establish and achieve high personal goals.
- ☐ To establish ongoing curriculum development where new ideas, new concepts, new information, and new perspectives are synthesized with what is already in place. To provide access to resources for curriculum development to each faculty member.
- ☐ To provide state-of-the-art computer facilities that will provide direct instruction, instructional support, data-gathering and data-analysis capabilities, text and graphics applications, and Internet access for all areas of the curriculum, including computer programming.
- ☐ To maintain a full and active calendar of extracurricular events so that students can engage in skill enhancing, fulfilling activities, both cooperative and competitive. ☐ To encourage regular, open communication between school and parents.

Our Beliefs

In order to achieve these ongoing objectives, we follow a core set of beliefs:

- ☐ We believe in an essential partnership between parents/students and school, based on the importance of community and shared responsibility for the learning process. ☐ We believe that education is effective when we develop the whole child both in character and academics.
- ☐ We believe in a student-centered approach, developing such curricula and delivering instruction that focuses on the learning needs of each individual student. ☐ We believe that our staff should aim to inspire within students an understanding and appreciation of cultural awareness and tolerance. ☐ We believe that each student has the equal and equitable right to learn.

Curriculum Throughout the Stages

Curriculum in the Elementary Stages

At whatever stage a student enrolls in our school, by the time our students reach the High School stage he/she will have been well prepared for a high-quality college program to continue his/her higher education. In addition, the students will be well prepared for assessment measures that are used for college admissions, such as the SAT, ACT as well as the subject content achievement tests - now called "ACT II & AP".

Our curriculum follows National Standards for student achievement developed in the United States and our English Language Arts and Math curriculums will follow Common Core State Standards.

Our class sizes allow for maximum teacher/student interaction, assisting students to learn to solve problems, create products and move forward through the challenges of a rigorous academic program. Our aim is for SCIS students to become active participants in their own learning.

In the Kindergarten stages, at SCIS we treat Literacy and Numeracy as high priority learning areas, knowing that the skills and concepts developed during our classroom programs underpin learning across the curriculum. Learning at SCIS will take place in an environment of student-centered tasks. The curriculum is designed to respond to different learning styles and requirements, and it is flexible enough to accommodate each individual's learning pace. We believe that the key to success is providing the right learning environment staffed by caring teachers who love to teach, who recognize the unique individuality of each learner and nurture each child's special talents. Our learning environment promotes independence and resourcefulness, combined with tolerance, understanding, and respect for oneself and others. Faculty members share the responsibility for the care of each student, in order to ensure every child is supported, the underlying principle being that "happy students learn."

ENGLISH LANGUAGE ARTS

We believe that success in English, which is one of the core subjects, is fundamental to the success of students in all areas of their future lives. For that reason, in the Kindergarten we begin to build the necessary foundation to assure a love and a mastery for the English language. The Kindergarten years are critical ones in the academic process. Learning is focused on the following components:

- Recognize letter-sound relationships
- Recognize grade-appropriate sight words
- Identify and generate rhyming words
- Use a reading strategy when confronted with an unknown word • Engage in shared/independent reading of familiar predictable text.
- Tell a story using wordless pictures
- Sequence story events using pictures
- Identify characters, setting, and events of a story
- Make predictions in a story and ask appropriate questions
- Print correct letter shape, size, spacing and smoothness
- Express ideas in writing using emergent spelling and known sight words
- Speak effectively with appropriate volume
- Participate in class discussions
- Listen effectively by looking at speaker, sitting quietly
- Respond to and ask appropriate questions

Beginning at first grade level, English instruction is a balanced approach to early literacy which engages children in the study of worthwhile texts while using the literature as a powerful motivation for learning and connecting with phonics, vocabulary, grammar, spelling, writing, and reading for understanding. English is a crucial part of your child's education. Having a strong foundation paves the way for the progression through the school years. This is our aim for our younger students' give them the strong foundation needed. 90% of the school day will be in the English language so speaking and understanding English will soon become second nature to the children.

Children learn language much quicker and easier than adults mainly because they acquire language subconsciously and not by analyzing grammatical rules. They learn language best in an environment where they are exposed to the language in a natural way and have the opportunity to use language in interaction. Therefore, in our English classes using the English texts we aim to give our children as much opportunity as possible to 'listen and do', and 'listen and say'. We aim to give them lots of opportunity to have interaction through group work and pair work. We hope that as a result our children will become able to use the language rather than just to memorize chunks of language temporarily to get through language tests. Short term memorization leaves children unable to use language for communication or in free writing.

MATHEMATICS

The ultimate goal of mathematics instruction is to develop in student's ability for mathematical thinking and an appreciation of the power, beauty, and use of math. Generally, mathematics at the Lower School level focuses on essential concepts involving the four operations of addition, subtraction, multiplication, and division. Also, topics such as place value, fractions, decimals, metric and standard measurement, money, time, and geometry are taught in a sequential manner from one grade to the next resulting in a solid mathematical foundation. Mastery of computational skills and problem-solving techniques enables students to understand the more abstract concepts of Upper School math. Mathematics is a crucial part of our everyday life. We use it in everyday activities like buying food and clothes, keeping time, measuring and playing games. Children start school having already experienced mathematics informally by doing everyday tasks in order, handling different objects, and patterns. They may already recognize shapes and numbers, sorting and sharing but they do not realize they are doing mathematics as it is just a part of their everyday lives when they eat, dress, travel or shop. These are creative activities which provide a method of solving problems.

SOCIAL STUDIES

Focusing on history and critical thinking, the social studies curriculum introduces students to real people, past and present. At the earliest level's children learn about what is most familiar themselves and their families. As their environments expand, their studies include the community, and then the geography, history, and cultural diversity of various countries around the world but mostly focusing in the elementary stages on the Middle East.

Social Studies invites students to explore the world around us. It will trigger their interest to discover different countries and cultures as well as historical events. It encourages them to be good citizens and understand the importance of community.

SCIENCE

The science curriculum offers an effective activity-based core science curriculum with two strands at each grade level: Life-Environmental Science and Physical-Earth Science. Goals are reached through interpretation based on observation and evidence. Overall, Lower School students explore the world they live in and develop effective techniques for observing and testing nature.

Our science curriculum introduces STEM science from the earliest grades introducing students to the connections between science, technology, engineering and math. The relationship between science and math is an important connection and is stressed in both subject areas.

WORLD LANGUAGES

The objective of the Language Program is to help students attain proficiency in the language of study and gain an understanding of the history and culture of its people. Learning a world language is an intrinsic part of the SCIS curriculum. It is supportive of our school's goal to prepare students who can be successful in an increasingly interdependent world. Currently, French or German are offered at the School. The comprehensive language curriculum consists of the four skill areas of language learning: listening, speaking, reading, and writing. Students are expected to do their best to express themselves in the target language from the beginning of language study. Language acquisition begins with vocabulary taught orally and structures learned inductively and reinforced with developmentally appropriate grammatical concepts. World Language classes are taught by qualified teachers with native speaker fluency.

MUSIC

Music at Smart City International School is taught using a sequential curriculum from grades Pre School to 12th grade. The elements of music - melody, harmony, rhythm, tone, color, and form - are studied through singing, listening, visual media, theory games, creative movement, and playing instruments.

ART

Art plays a fundamental role in any learning environment. It is used as a tool to stimulate interest, inquiry, investigation, research, exploration - in short, learning and understanding.

Drawing is the most important discipline of the art course, as an expression in its own right, as well as a basis for exploration in further media. If one can draw even a little, one can express all kinds of ideas that might otherwise be lost. Drawing helps you put your own thoughts in order and make you think in different ways. It can help you solve problems. It naturally gives you a sense of harmony. Finished selected artwork is exhibited in all available areas around the school.

PHYSICAL AND HEALTH EDUCATION

The ultimate aim of Physical and Health Education is to teach students to be able to make their own decisions on long-term, positive, healthy lifestyles. This includes not only what you do to your body in terms of exercise, but also in matters such as nutrition, physical growth and development, and personal health.

Although it is important to be fit, it is equally important that students develop an understanding of physical fitness and the knowledge of how to attain it. Gross motor skills, progressing to locomotor movements and lead-up games to sport-type activities are emphasized in the Lower School. Students' physical progress is measured during the school year through physical fitness testing.

Homework and the Role of Parents

We will be giving out language practice sheets for children to study from at home, but these will be kept to a minimum and their purpose is to practice what has been taught in class and not for material to be learnt by heart. It is important not to kill our young children's interest and enthusiasm for learning by stifling them with lots of repetitive and uninteresting study sheets. We will also be giving written work and reading to do at home. If you would like to further support your child at home with extra English study, we strongly encourage that you help your children to do further reading in English, watch English films or cartoons, or to do internet research in English.

If you have any concerns or queries about these issues, please don't hesitate to contact us. We look forward to good communication between home and school and hope to be able to make you feel confident that we are trying to develop your child's full language potential.

HOMEWORK POLICY

Homework is a very important part of a child's education in that it helps to consolidate the learning that has taken place during the day. It gives parents the opportunity to see the kind of work their children are undertaking and allows them to share in their child's education. It also acts as regular feedback for the teacher; enabling the teacher to evaluate their student's comprehension/understanding of what has been taught. We aim to encourage our students to become independent learners therefore we request that parents do not study with their children at home. If your child cannot complete the homework assigned alone, he or she must return the homework unfinished to the teacher that has assigned it, so the teacher has the opportunity to re-teach and clarify what needs to be done.

We will not overburden children with large amounts of homework as we believe that although children need to be educationally challenged if they are overburdened with academic work outside of school, they may well lose their motivation and interest in the subjects they are studying. We also believe in developing rounded students and wish our students to become actively involved in recreational activities.

If homework is not handed in on the specified due date and there has been no excuse note signed by the parent, then the child will be given the opportunity to complete the homework at home the following day and a note 'homework not done' slip will be sent to the parents to inform them of the situation. If homework is still not completed, then the child will be required to complete homework during the break.

Guidelines for homework per subject:

Grades 1 to 3 10 minutes per subject Grades 4 & 5

15 minutes per subject

Grades 6 to 9 20 minutes per subject

Grades 10 to 12 20 minutes per subject

In some cases, as with Arabic homework and projects for example, the time given may be in excess of this, but it should not exceed a daily average of these times.

Communication between Home and School

SCHOOL ON-LINE SCHOOL MANAGEMENT SYSTEM:

Parents are encouraged to send any notes of concern to teachers through the school's LMS. Teachers will respond through the same system. All school memos and homework will also be sent home via our on-line school learning management system LMS that each student has access to. Report cards, grades and exam results will also be accessible on this system.

WEEKLY NEWSLETTERS:

Every week, your child's teacher will publish a newsletter informing parents of what their child has covered in the classroom in core subjects. This newsletter will include themes, topics, academic skills being taught, special projects, and events.

PARENT-TEACHER CONFERENCES:

Three formal parent-teacher conferences are scheduled each year. All Teachers will be available to meet with parents to discuss the child's areas of strength and weakness and offer suggestions or possible courses of action. The teacher may initiate additional meetings at other times. Parents may be called, for example, if a child displays moderate to severe behavior problems, academic difficulty, or if a change in the child's normal behavior occurs.

Parents may request an additional conference by means of a call to the School Administration to make an appointment. Teachers have very engaging, busy days and cannot be available to meet with parents without a prior appointment.

Discipline Policy, Rewards and Sanctions

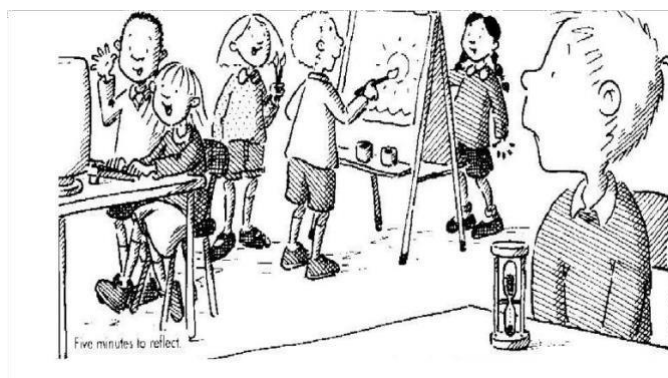
ELEMENTARY STAGE

We will be implementing a new whole school system of sanctions and rewards called, 'Golden Time' in our Elementary Stages. This system is a highly motivating positive reward system that reinforces the school's moral values and rules that children of this age usually respond very well to.

The values that underpin golden rules are:

- Respect for others.
- Respect for self.
- Respect for our immediate and wider environment.

Golden Time is a scheduled time - a privilege time that all classes receive once a week. It's a reward system that is structured to reinforce the moral values - the Golden Rules. Golden time is a scheduled time that everyone gets. It's a time filled with fun activities. Children have a choice: to behave well or to break the golden rules. If they break the rules, they must accept the consequences of their actions and will lose minutes of golden time by having time out while other children engage in Golden Time Activities.



It is an excellent way of helping to build the child's inner control.

Golden Time can be earned back by positive behavior.

We will provide an array of incentive stickers and certificates to hand to children on a regular basis the words are chosen to echo the words highlighted in the rules which say things like:

Well done for being gentle; Thank you for being positive towards others; I have listened well etc.

The Golden Rules and the Class Behavior Agreement will be posted in all classrooms and a copy of the classroom agreement will be sent home for you to keep. We would like to ask for your support and cooperation in applying this system to help our young ones to grow into well-behaved, responsible and caring young people.

MIDDLE & HIGH SCHOOL

The discipline policy is designed to maintain a social and academic environment contributing to the highest achievable levels of education at school. It establishes the rules and defines the consequences of breaking those rules. The aim of this discipline policy is to regulate the conduct of pupils and enable them to:

- Respect the rights all members of the school community.
- Respect the environment in which they work.
- Uphold good behavior, self-discipline and self-respect.
- Prevent and turn away bullying.
- Take responsibility for their actions.
- Work hard to achieve the highest standards of which they are capable.
- Complete assigned work.

School Rules

Students shall:

1. Arrive to school and to class on time.
2. Attend school in an orderly and respectful manner at all times.
3. Come to class prepared with all the necessary equipment, notebooks, and materials.
4. Complete homework assignments in a timely fashion to the best of their ability.
5. Hand out mobile phones during the entirety of the school day.
6. Not bring mp3 players and games devices to school.
7. Wear only the school uniform as set forth in the Parent/Student Handbook. No jewelry, necklaces, bracelets, ornaments and make-up are permitted. Girls may wear one stud in each earlobe. Boys shall not have long hair and girls shall tie their hair back.
8. Not cheat, nor shall they submit the work of others as their own (plagiarism).
9. At all times, address fellow students, teachers and members of staff in a polite, respectful tone.
10. Not use abusive and vulgar language.
11. Neither individually nor collectively in small groups, either verbally or bodily threaten a fellow student, a teacher or a member of staff.
12. Not disrupt the orderly conduct either of lessons or of activities held within and outside the school.
13. Respect the properties of the school, fellow students, teachers and staff.
14. Not have in their possession any prohibited items, including but not limited to:
 - Toy weapons.
 - Cigarettes, tobacco and cigarette papers.
 - Fireworks; explosive and flammable material.
 - Inappropriate images.
 - Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to and/or damage to people and property.

Promotion Guidelines

Promotion is not automatic. Although there are specific requirements listed below, a decision not to advance a student to the next grade level is made after very careful consideration of the student's academic standard and of the various factors that resulted in the failure to achieve minimum requirements of promotion.

Each case is examined individually. The academic administration carefully examines the student's grades, teacher evaluations on the class performance, behavior records to determine attitude and effort, student life records of participation in academic activities, and any other data available.

The final decision on retention rests with the Principal based on the recommendation of faculty HODs. As a student starts failing behind in the course of the year, parents are contacted and informed of the seriousness of the situation and the remedies that may be employed to prevent the retention, after school classes, and Saturday classes are discussed. As a general policy, the school requires that all students pass English and Mathematics. In the case of a student failing two or more of the core subjects, the student must repeat the grade level. The academic administration is charged with making the decision it deems is in the best interest of the student.

Decisions may include intensive classes, summer school, or re-taking a final exam and passing it as a condition for promotion. If a student attends summer school, he/she may have the opportunity to be promoted to the next grade level. However, participating in summer school does not automatically mean promotion. A student's final year-end grades for the school year and his/her final summer school grades in Math and English must average at least 60% to be considered for promotion into the next grade level.

Bus Rules

- Be sure your child is at his/her pick up point on time, as the buses are NOT allowed to wait.
- Eating on the bus is not permitted, however, students may drink water.
- Students are expected to sit quietly and obey the instructions of the bus matron and teaching staff.
- Seatbelts are to be worn at all times during the bus journey and not to be removed until you reach your destination.
- At the end of the day, someone must be present on the street to collect your child from the bus. The matron has been instructed not to leave other children unattended on the bus. She cannot deliver your child to the door.
- All students must remain seated while the bus is moving.
- Students are expected to respect the school bus property.
- Students are to talk in quiet voices and avoid shouting.
- Students must keep their hands and feet to themselves.
- Bullying, harassment, and name-calling shall not be tolerated.
- All students are expected to always display respect toward the driver and bus matron.
- Fighting will result in an automatic bus suspension, no matter who starts the fight.
- Children are not allowed to change from bus to car unless they have written permission from their parents, which must be forwarded to reception first thing in the morning.
- Changing buses is not allowed except in case of an emergency permission must be obtained from the Operations Manager.
- Any change of travel arrangements must be notified to the school, by telephone, before 11.00am.

Attendance & Timeliness

We expect students to aim for 100 % attendance. Certificates and badges are awarded to students who have achieved 100% attendance and are always on time. Please help your children to be in on time, this is a life skill that they will need for the rest of their lives

ABSENCE

A letter from the parents is required for one or two consecutive days of absence due to illness. For three or more consecutive days, a doctor's note must be given to the teacher. Special permission is needed from the Principal if absent from school for a non- medical reason. Student may receive homework on the second day of their absence. Homework collection should not be requested for less than two days of absence.

SCHOOL DAY

Student Arrival	7:30
Morning Assembly	7:45 – 8:00
First lesson begins	8:00
Last lesson ends – Student dismissal	2:25-2:30
Busses Depart	2:30
Staff playground duty ends	2:55

- **Late arrival:**
Students who arrive late should go to the reception and get a late slip, and then go to class.
- **Early Arrival:**
School gates do not open before 06:30. Students must remain in designated areas until 7:30 when teachers start their duties.
- **Early Departure:**
Students who want to leave school early must bring a note from parents explaining when he/she needs to leave and why. The note must be brought to reception first thing in the morning.
- **Late Pick-up:**
School finishes at 14:45. The campus shuts down at 15:30 after which time there will be no supervision.
- Please note: Students who are tardy to school or check out early for any reason every 3 times will be considered absent from school for one day.

Dress Code

UNIFORM GUIDELINES:

All Smart City students are expected to be properly groomed for school and to wear the school uniform daily unless otherwise announced by the Administration.

The SCIS uniform must be purchased from the uniform shop, including the school jacket in winter. Please note that students are not allowed to wear any article of the P.E uniform on a day with no P.E classes. All items of clothing should be clearly labeled with their name and class.

Smart City Schools place much value in the good appearance of its students, so please note that:

- Girls with long hair must wear it tied back and boy's hair must be cut in a short, tidy style.
- Make-up, dyed hair and nail varnish are not allowed.
- Girl's scarves should only be grey, white or black.
- Jewelry may not be worn except small, stud earrings. Hooks and dangling earrings are not allowed.
- Athletic shoes are allowed on PE days.
- High heels are not allowed.

Sanctions and Penalties

The type of sanctions applied in response to violations of the school rules will vary depending on the nature of the offense. Offenses are classified into three categories – Class A, Class B and Class C, each representing declining levels of severity.

CLASS A OFFENSES

- Extreme physical violence.
- Serious ICT Misuse (Internet/Mobile phones/ Face book or similar)
- Abusive language/physical violence directed at a member of staff.
- Possession and/or usage of drugs, alcohol or other substances (e.g. solvents) in school.
- Carrying illegal weapons such as Swiss knives, electric shock devices, etc.
- Possession/use of tobacco/cigarettes.
- Possession of any object belonging to others without a reasonable explanation (theft).
- Any other incident considered sufficiently serious by the principle.

First Offense	Results in an immediate in-school suspension while the matter is being investigated. A 1-3 day out-of-school suspension may also result and parents must accompany their child back to school at the end of this suspension to agree on an action plan to rectify the student's behavior.
Second Offense	Warning of expulsion
Third Offense	Possible Expulsion in accordance with the law

CLASS B OFFENSES

- Possession of any of the prohibited items set forth in the rules. (The school has the right to search pupils suspected of carrying a weapon).
- Possession and/or use of dangerous substances or items to include matches, lighters, fireworks, chemicals, laser pens etc.
- Threats of violence/disorder, incitement to violence/disorder, and engaging in acts of violence and disorder.
- Persistent and malicious refusal to follow school rules.
- Being sent out or removed from lessons on more than one occasion for poor behavior.
- Acts of vandalism or damage (including incitement).
- Persistent and/or malicious disruption of teaching and learning.
- Persistent defiance and/or disrespectful behavior towards members of staff.
- Exiting a lesson without permission.
- Bullying, acts of aggression and violence towards fellow students.

First Offense	Confiscation of prohibited item, in school detention, and contacting parents.
Second Offense	A 1-3-day suspension at the discretion of the Head of Section and the Principal. Students shall return to school only when accompanied by their parents at the end of the suspension period.
Third Offense	5-day suspension with warning of possible expulsion in accordance with the law.

CLASS C OFFENSES

- Late arrival to class.
- Not wearing the proper school uniform.
- Not doing homework.
- Not getting copybooks or materials needed during the classes.
- Inappropriate behavior during the morning line and break time.
- Inappropriate use of the Internet/email/mobile phones or similar
- Unacceptable language with other students
- Using inappropriate language and behaving inappropriately with staff and teacher.

First Offense	Verbal warning and discussion of the offense with the class teacher.
Second Offense	Detention during break supervised by the teacher with whom the violation occurred.
Third Offense	Up to a full day's detention and exclusion from classes in school.
Fourth Offense	Contacting the student's parents to advise them that the next offense will lead to an out of school suspension
Fifth Offense	A suspension of 1-3 days at the discretion of the head of section and the Principal.

OTHER OFFENSES

Uniform

First Offense	Verbal Warning. Secondary students shall sign an acknowledgement of that warning
Second Offense	Denial of access to class in the first period and contacting the parents.
Third	Contact parents, who shall either bring the uniform or take their child home. Should the child not be collected, the student shall be denied permission to enter class for the full day.

Mobile Phones

Mobile phones are only to be brought in by high school students. At the beginning of the day, they will be collected and locked away until the end of the day. Middle school and Elementary school should NOT bring mobile phones to school:

First Offense	Verbal Warning for a phone either heard or seen.
Second Offense	Confiscation of the phone for a period of time determined at the discretion of the Head of Section.
Third Offense	Permanent confiscation of the device until the end of term.

Student Health and Hygiene

The school employs a qualified nurse and a part time doctor in the medical clinic on site. If a student is unwell, they will be sent from class or may go from the playground to the clinic. All visits to the clinic are recorded in the medical log.

In all cases where an accident involves a serious injury, e.g. broken bone, the parents will be contacted immediately and either asked to collect the child and take them to hospital. Please keep your contact details up to date so that we are able to contact you should we need to do so.

CHILDREN ON MEDICATION

If for any reason, your child is taking medication and it needs to be administered during the school day, it needs to be sent in with a note from the doctor or parent as to the dosage.

CHILDREN WITH INFECTIOUS DISEASES

Cafeteria/Snacks

During students' break times, the Cafeteria provides a selection of warm and cold foods and drinks for the students from KG1 to Year 12.

Parents may wish to supplement this by arranging for their child to bring a packed lunch to school. If this is the case, please ensure that your child has a lunch box for his/her lunch items.

As part of our emphasis on healthy food choices, we recommend the following:

- A sandwich containing fresh natural ingredients, such as salad, cooked meat, jam, or cheese. Please do not send chocolate spread.
- Fresh fruits or vegetables.
- Biscuits (without chocolate);
- Water and/or juice. During hot weather it is essential that your child has sufficient water or juice. Please, use non-breakable containers; no glass bottles as these can shatter and possibly result in injury.
- `Sweets, carbonated and/or "high energy" drinks are not permitted in school.
- CHIPSY and PEPSI or COKE are NOT allowed on the school campus.

Lost and Found

Parents are URGED to mark all their children's personal belongings with the child's name in permanent ink or with a nametag. The School maintains a "Lost and Found" box on campus. Please ask at the Reception.

Tuition and Fee Payment Policies

POLICY

It is the expectation of the Smart City Schools that all fees, as published by the school, be paid in accordance with the corresponding yearly fee schedule and within the stated timelines.

GUIDELINES

- Application Fees: Application fees are applicable to new students only; they are due at the time of application and are non-refundable.
- Tuition fees: are to be paid in three installments.
- Transportation charges: are paid in one full payment during the first 2 weeks of June
- Fees Payment Allocated Period:
- 1st installment:
 - 40% of tuition fees + All Bus fees + Books Fees
 - During the first 2 weeks of June
- 2nd Installment:
 - 30% of tuition fees
 - During the first 2 weeks of September
- 3rd Installment:
 - 30% of tuition fees
 - During the first 2 weeks of December
- Other Fees: May be charged for special programs or activities. Trips fees are based on the cost of the specific activity. These fees are billed separately and are not included in the tuition.
- Late Fee: Outstanding dues will be systematically reported and may be charged by late fees.
- Refund Policy: If there are any changes to your plans and you find that you need to leave SCIS please notify the school in writing before July 1st. By doing so you are eligible to a refund of the full re-enrolment fees paid minus 20% administrative charges. There will unfortunately be no refund of re-enrolment fees after July 1st
- Notes:
 - The payment of 10% of tuition fees (Re-enrolment fees) during the month of April is vitally important to secure a place at SCIS for the next academic year. Delay in payment may mean that the student's placement cannot be guaranteed.
 - The school reserves the right to refuse personal cheques from parents.

Payment options:

1. Tuition Fees are to be paid in Egyptian Pounds at the CIB bank.
2. Visa and MasterCard are accepted.
3. Payment by bank transfer:

	CIB
Account number	100024073453

- If you choose to deposit the school tuition in the school bank account by hand or pay the tuition directly by bank transfer, please make sure to include the student's name, class and computer number on the documentation. If you do not follow the above procedure, then there is no confirmed way that the school Accounts Department can keep their statements up to date. It is therefore, very much the parent's responsibility to send in this information.

Contacting the School

1. School's LMS.
2. Telephone: you can contact SCS via telephone.
3. Appointments: you may make an appointment to meet the Director, the Principal or Heads of Department to schedule a meeting 3 days in advance by calling the school receptionist.

NB: Response: Always allow 2 working days for response after you've contacted the school. In doing so we can ensure that all the information has been gathered and that the most suitable solutions to problems can be found.

For further assistance, please contact the school at +201022580000.