



SCHUTZ
AMERICAN SCHOOL



PARENT/STUDENT HANDBOOK

All School

2024-2025

Table of Contents

PS:1 ABOUT SCHUTZ AMERICAN SCHOOL	6
PS:1.1 – Mission Statement:	6
PS:1.2 – School Motto: “Schutz is Family”	6
PS:1.3 – Important Contact Information:	6
PS:1.4 – Welcome to Schutz American School!	7
PS:1.5 – History Of Schutz:	8
PS:1.6 – School Board:	8
PS:1.7 – Values and Beliefs:	9
PS:2 – GENERAL INFORMATION AND OPERATIONS	9
PS:2.1 – Admissions and Transfers:	9
PS:2.2 – Withdrawal:	9
PS:2.3 – Unenrollment:	9
PS:2.4 – Calendar:	10
PS:2.5 – Hours of Operation:	10
PS:3 – STUDENT ATTENDANCE	10
PS:3.1 – Excused & Unexcused Absences:	11
PS:3.2 – School Sponsored Events:	11
PS:3.3 – Federation/League/Club:	11
PS:3.4 – Excused Absences:	11
PS:3.5 – Unexcused Absences:	12
PS:3.6 – Attendance Times:	12
PS:3.7 – Absences and After School Activities/Trips/Sports:	12
PS:3.8 – Work and Make-Up Work During Absences:	13
PS:4 – TARDINESS	13
PS:4.1 – Tardiness Definition:	13
PS:4.2 – Tardy Consequences:	14
PS:5 – SECURITY AT SAS	14
PS:5.1 – Security Guards:	14
PS:5.2 – Approved Persons to Pick-Up;	14
PS:5.3 – Cameras:	14
PS:5.4 – Drills:	15
PS:5.5 – Photo Publication:	15
PS:5.6 – Names on Belongings:	15
PS:5.7 – Lost or Stolen Items:	15
PS:6 – CHILD - PROTECTION & SAFETY	15
PS:6.1 – A Child’s Rights:	15
PS:6.2 – SAS Practices:	16
PS:6.3 – Drop Off And Pick Up:	16

PS:7 – ENGLISH AS OUR LANGUAGE OF LEARNING	17
PS:8 – COMMUNICATION	17
PS:8.1 – Communication to Parents:	17
PS:8.2 – Communication from Parents:	18
PS:8.3 – Paths of Communication:	19
PS:8.4 – Inappropriate Forms of Communication:	20
PS:8.6 – Communication with your Student During the day:	20
PS:8.7 – School Telephone Use:	20
PS:9 – PARENT RESPONSIBILITIES AND INVOLVEMENT	20
PS:9.1 – Parent Responsibilities:	20
PS:9.2 – Parent Teacher Association (PTA):	21
PS:10 – CURRICULUM AND INSTRUCTION AT SCHUTZ AMERICAN SCHOOL	21
PS:10.1 – SAS Definition of Learning:	21
PS:11 – SCHOOL FACILITIES AND USAGE	22
PS:11.1 – Description:	22
PS:11.2 – Facility Usage by Students and Families:	22
PS:11.3 – Library:	23
PS:11.4 – School Counselor:	24
PS:11.5 – The Clinic:	24
PS:11.6 – Medications at School:	24
PS:11.7 – Cell Phones at SAS:	24
PS:11.8 – Lunch/Snacks and Food Services at SAS:	25
PS:12 – STUDENT EXPECTATIONS	25
PS:13 – STUDENT DISCIPLINE	26
PS:13.1 – Philosophy:	26
PS:13.2 – Representing SAS On or Off Campus:	26
PS:14 – STUDENT CONDUCT AND CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR	27
PS:14.1 – Teacher and Staff Responsibilities:	27
PS:14.2 – Temporary Removal from Class or Activities:	27
PS:14.3 – Principal/Administrator Responsibilities:	27
Procedure:	27
PS:14.4 – Severe Misbehavior and Principal Referral:	28
PS:14.5 – Corrective Action:	29
PS:14.6 – Bullying:	31
PS:14.7 – Sexual Harassment:	31
PS:14.8 – School Policy on Diversity, Inclusion, and Anti-Racism	32
PS:14.9 – Academic Integrity:	32
PS:14.10 – Dress Expectations:	33
PS:14.11 – Bus Service:	33

PS:14.12 – Sports - After School Activities - Travel:	34
PS:14.13 – Gifts to Staff:	35
PS:14.14– Class Size:	35
PS:15 – STUDENT ACTIVITIES	35
PS:15.1 – After School Activities:	35
PS:15.2 – Extracurricular Activities:	35
PS:16 – SPECIAL EVENTS	36
PS:16.1 – Field Trips:	36
PS:16.2 – Fine Arts Performances and showcases:	36
PS:16.3 – Sports Day:	36
PS:16.4 – Fall Festival:	36
PS:16.5 – PTA Bingo Night:	36
PS:16.6 – Talent Show (Schutz Got Talent):	36
PS:16.7 – International Night:	37
PS:16.8 – Honor Society Induction:	37
PS:16.9 – High School Prom:	37
PS:16.10 – Senior Lunch:	37
PS:16.11 – Rose Tea:	37
PS:16.12 – Falcon Awards Ceremony:	37
PS:16.13 – High School Graduation:	37
PS:16.14 – Dances	37
APPENDICES	38



SCHUTZ
AMERICAN SCHOOL

Learner Profile

The mission of Schutz American School family is to provide a premier education empowering all of our students to pursue their passions as confident global citizens.

Schutz Core Values

Resilience



Respect



Responsibility



Integrity



Compassion

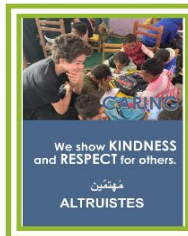


IB Learner Profile

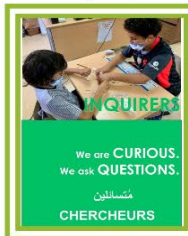
Communicator



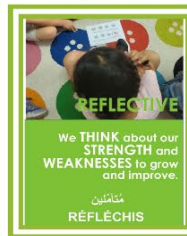
Caring



Inquirer



Reflective



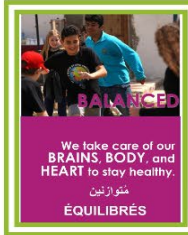
Principled



Knowledgeable



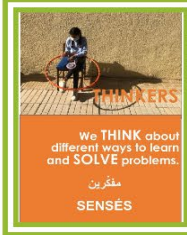
Balanced



Open-minded



Thinker



Courageous



The aim of all our work is to develop internationally minded individuals within our community, who act with integrity, compassion, responsibility, respect, and resilience. Each individual member of our community strives to take action to better our community. We will all work to develop these traits in all members of our community.

PS:1 ABOUT SCHUTZ AMERICAN SCHOOL

PS:1.1 – Mission Statement:

The mission of Schutz American School family is to provide a premier education empowering all of our students to pursue their passions as confident global citizens.

PS:1.2 – School Motto: “Schutz is Family”

PS:1.3 – Important Contact Information:

Schutz American School

Website: <http://www.schutzschool.org.eg> ~~Islam Lamey link isn't working~~

51 Schutz Street

P.O. Box 1000

Alexandria, Egypt 21111

Tel: (20-3) 576-2205/ 576-4188/ 574-3561

Email: info@schutzschool.org.eg

Head of School: Dr. Heather Naro hvaro@schutzschool.org.eg	
Deputy Head of School and High School Principal Massimo Laterza mlaterza@schutzschool.org.eg	Elementary and Middle School Principal: Deborah Lacroix dlacroix@schutzschool.org.eg
Assistant Principal For MS/HS: Joe Lingle jlingle@schutzschool.org.eg	Athletics and Activities Director: Kyle Teague kteague@schutzschool.org.eg
Director of Admissions and Student Services Karen Basmadjian kbasmadjian@schutzschool.org.eg	Administrative Assistant to The Head of School and Human Resources Coordinator: Claude Costandi ccostandi@schutzschool.org.eg
High School Administrative Assistant: Aline Iskandar aiskandar@schutzschool.org.eg	Elementary and Middle School Administrative Assistant Yasmine El Shafie yelshafie@schutzschool.org.eg

PS:1.4 – Welcome to Schutz American School!

The purpose of this handbook is to give all students and parents an introduction to our foundational beliefs and values, while explaining programs, procedures, and expectations.

Parents who choose Schutz American School (SAS) are selecting a school that is based on the values and processes of the American educational system. As a school we are committed to a fundamental approach to learning through concepts and inquiry. Although the approach is not new, we are simply emphasizing it as our primary mode of teaching and learning. There is significant research that shows this type of learning develops independence and ownership within students and helps develop collaborative and systematic thinkers and learners. In the HS we use the Advanced Placement Program to help further our students' inquiry, critical thinking, and knowledge. All these and the standards listed below are simply resources in the hands of our teachers and students. SAS knows and understands that it is the teachers in the classrooms that are the single most important factor in student learning. We are committed to hiring the very best teachers that embrace our school values, beliefs, and teaching methods that make SAS the premier school for American/International learning in the region.

In order to assure the quality, consistency, and integrity of our programs, SAS uses the following standards, programs, and instructional methods to achieve the [Schutz Learner Profile](#) and reach high academic performance in each individual student:

- Is accredited by the [Middle States Association](#)
- Uses widely accepted standards that most American schools adopt
 - [Common Core](#)
 - [Next Generation Science Standards](#) - NGSS - Science
 - [AERO Standards](#) - Social Studies
 - [National Core Arts Standards](#) - Art, Music, and Drama
 - [AERO Standards](#) - World Languages
 - [SHAPE](#) - Physical Education Standards
 - [ISTE](#) - Technology
 - [GOLD STANDARDS](#) - Pre-K/Early Childhood
- Applies the [Advanced Placement](#) classes and assessments at the High School
- Utilizes [Conceptual Learning](#) and [Inquiry](#) as our primary mode of instruction
- Employs English as the common language of instruction in our inclusive learning community. A premier education facilitates multilingualism which reinforces active global citizenship and develops confident communicators in each student across the school.

These foundational accreditations and standards assure students and families that when Schutz students transfer or graduate, they are treated the same as any student who comes from a school in the United States or Europe. We work to prepare students for an ever changing world and for success in a university in the United States, Canada, Europe, Middle East, or anywhere in the world.

One of our primary objectives, in partnership with parents and students, is to grow, develop, and facilitate a young adult who can make a positive and significant impact in the world. We value individual student agency and decision making, and we expect students to be active, positive, and engaged in their learning.

Identity Statement

Schutz American School is a non-profit, U.S. accredited college preparatory school. SAS educates the whole person, promoting service and action, in a family environment that is safe, caring, and supportive.

Schutz American School is a United States Department of State Assisted School. This means we are recognized as the school where American Diplomatic families would send their children in Alexandria. SAS has a close and significant relationship with the US State Department.

PS:1.5 – History Of Schutz:

Where did the name "Schutz" come from? In German, the word means protection - a good name for an educational institution. However, the school is named for the district in which the main campus is located. The district was named (as are most districts in this area of Alexandria) for one of the rich landowners who lived here a hundred years ago. Mr. Schutz was a local businessman of Dutch origin. The tram stop for the area is called Schutz, and the main street is "Schutz Station Street" - Sharia Mohatat Schutz, in Arabic. The school's number on that street is "51." The street intersecting at the corner of the school grounds is called American Mission Street.

PS:1.6 – School Board:

The governing body of the school, the SAS Board of Trustees is a thirteen member, self-perpetuating group of men and women of the community who are vitally interested in the well being of the school and its value in the city of Alexandria. Board meetings are typically held once a month. You can find Board Board Policies by clicking on this [link](#).

The Head of School is responsible for the overall day-to-day operation of both campuses. An Assistant Head of School/High School principal, an Elementary/Middle School Principal, and academic and administrative staff assist the Head of School.

PS:1.7 – Values and Beliefs:

SAS is a school that has high expectations for students, staff, and our community members. These expectations are based on our fundamental values and beliefs. These values and beliefs are summed up in the [Schutz Learner Profile](#). It is our belief that all members of the Schutz community are striving to model, develop, and facilitate these core attributes in themselves and in our students.

The aim of all our work is to develop internationally minded individuals within our community, who act with integrity, compassion, responsibility, respect, and resilience. Each individual

member of our community strives to take action to better our community. We will all work together to develop these traits in all members of our community.

PS:2 – GENERAL INFORMATION AND OPERATIONS

PS:2.1 – Admissions and Transfers:

Specific and detailed information can be found on the website at: [Schutz Admission Office](#). Parents and students who apply and who are accepted to SAS are embracing our values/beliefs and processes that are different from many other schools in Egypt. Acceptance of students at SAS is based on the availability of space to students with academic capability and a desire to excel. Priority is given to US State Department families and expatriates, since fewer educational options are available to these groups in Alexandria.

PS:2.2 – Withdrawal:

Parents should provide the school with a minimum of a two-week written notice before withdrawing a child from school. This will allow teachers and the office staff the necessary time to prepare documents and to allow for the student's smooth transition to a new school. Official records and transcripts will be released only after the official withdrawal form is completed and submitted to the office of the registrar. In addition all tuition, fees, and any money owed for lost books or travel must be paid in full before records will be released.

PS:2.3 – Unenrollment:

A student may be unenrolled if it is found that:

- Failure of parents to properly report/inform the school of any learning and/or behavior issues
- Discovery of significant learning/behavior issues that the school is not able to support within its current resources or programs.
- The student can no longer access the SAS curriculum/instructional program with the prospect of successful graduation due to significant learning/behavior challenges that the school is unable to support within the current resources or programs.

PS:2.4 – Calendar:

Click [HERE](#) to see a pdf copy of the calendar. The calendar must include a minimum of 175 instructional days. It is important for students to be in class as much as possible. Families need to plan holidays and trips to maximize their child's attendance.

PS:2.5 – Hours of Operation:

- 7:45 a.m.: Gates open for student arrival
- 8:15 a.m.: All classes begin
- TARDY: Any student arriving to campus or class after 8:15 is tardy

- 1:30 p.m. Pre-Kindergarten dismissal
- 3:00 p.m. Normal school day ends
- 5:00 p.m. ALL students must depart campus and all normal school related activities are ended.

Special sporting events and other approved activities are exceptions

- ❖ The campus is a "closed campus." Once a student arrives, he/she cannot leave until the day is finished without permission from the office staff. Once a student leaves campus, he/she may not return that day without administrative approval.
- ❖ All students are required to leave campus at the end of the day unless involved in an after school activity or other approved activity/project.
- ❖ TUESDAYS: All students are required to leave campus at **3:15 p.m.** as all staff members are participating in professional learning communities and professional development.
- ❖ Students who are under direct parent (adult) supervision may stay past the departure deadlines only until 5:00 p.m.
- ❖ The SAS Campus is the home of overseas foreign staff working at SAS. Please respect these families' home and privacy by leaving campus and following all facilities usage procedures.

PS:3 – STUDENT ATTENDANCE

Student attendance is necessary for continuity in learning. Absences from school and missed class time can impede the instructional process.

The attendance procedures are based on the following premises:

- Each day or class period contains instructional material or activities that are important to the student.
- Attendance is a condition for fulfilling grade/credit requirements.

Elementary students (K through 5) must attend a minimum of 85% of school days. Middle School students who do not attend 85% of a course are at risk of having to repeat the course. High School students must attend 85% of any class in order to receive credit for that course.

For those students who are not attending the minimum amount or who are not on track to attend the minimum amount, the school administrator, teacher, parent, and student will meet to develop an intervention plan through our Student of Concern process.

PS:3.1 – Excused & Unexcused Absences:

Parents/guardians shall be required to furnish an explanation for student absenteeism, through [Managebac](#) or through the Administrative Assistants for each of the divisions. SAS classifies absences as excused or unexcused. It is the responsibility of the family to call in and/or provide the proper documentation to properly classify an absence as excused. Absences not explained within one day after returning to school shall be recorded as unexcused absences unless unusual or extenuating circumstances exist as determined by the divisional administrator.

PS:3.2 – School Sponsored Events:

Students who are on school sponsored activities or trips are not considered absent. If being on teams and missing class time (due to these commitments) is impeding a student's learning, then the administration can/will limit the activities of the student to achieve a proper balance and ensure the learning of the student.

PS:3.3 – Federation/League/Club:

Students may request that Federation/League absences be exempt from the minimum attendance policy and be counted as excused absences. Each case will be decided individually by the division principal and the student's teachers. The decision will be largely based on the overall attendance record of the student and a strong academic standing.

PS:3.4 – Excused Absences:

- The building principal or their designee will grant excused absences with a substantiated reason. The following will be considered:
 - A student who is temporarily ill or injured or whose absence is approved by the administrator of the school.
 - A student who is absent for a prearranged extended period due to physical, mental or emotional disability.
 - A student who is pursuing a work-study program under the supervision of the school.
 - Serious illness or death in the family.
 - Family emergencies or hardship.
 - Religious observances when requested by a parent or guardian.
 - Absence required by a legal body or social agency (court, juvenile authorities, public health department or police).

The school may require suitable proof regarding the above exceptions, including written statements from a health care provider.

PS:3.5 – Unexcused Absences:

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's ManageBac account.

In accordance with school procedures, the school may impose academic penalties which relate directly to classes missed while unexcused. Possible penalties include but are not limited to:

- i. Make up work - up to the discretion of the principal
- ii. Possible loss of credit for course if exceeds attendance policy limits.

Students and parents/guardians may appeal to the administration for exceptions to these penalties provided that no exception shall be sustained if the student fails to abide by all requirements imposed as conditions for granting any such exception.

Students who continue to have significant unexcused absences and fail to respond to interventions, plans, or contracts will be advised to withdraw or considered for expulsion.

PS:3.6 – Attendance Times:

- ES: Grades Pre-K-5 - Students attending school for less than two hours in a day are considered absent for the entire day.
- MS: Grades 6-8 -- Students attending school for less than two hours in a day are considered absent for the entire day.
- HS: Grades 9-12 -- Students attending class for less than 30 minutes of class are considered absent from the class.

Absence Notification and/or Process:

1. Planned Absence:

Parents need to provide a written note or email to the class teacher and/or Divisional Office.

- The note needs to include details for the reason of the absence
- If the student has been absent for three or more consecutive days for medical reasons, the note must be from a doctor. The same is expected in the case of a family emergency.
- A student who was absent due to prolonged or communicative illness must report directly to the nurse before going to class

2. Unplanned Absence:

Please call the Divisional Office as soon as possible, or no later than 9:00 a.m.

PS:3.7 – Absences and After School Activities/Trips/Sports:

- i. In order for a student to participate in any school activity, the student must have been in attendance for one full day immediately prior to the activity. (i.e. A student must be in school Thursday to participate in a Friday or Saturday activity, or a student must be in attendance a full day in order to participate in an afterschool activity, trip, etc.)

- ii. Out of School Suspension will make the student ineligible to participate in after school activities, trips, team sports, etc. for the day of the activity and possibly the next.

PS:3.8 – Work and Make-Up Work During Absences:

- For planned absences, **the school does not require teachers** to provide work for students to do while absent. Depending on the individual teacher's discretion, material can be provided for out of school work. We recommend reading and using the tools of our library and Google classroom to stay engaged during a lengthy planned absence. MS/HS students can stay up to date by using email, Google Classroom, and other online tools to keep up with work.
- Students participating in school related activities that prevent them from attending regular class sessions are responsible for obtaining assignments ahead of time. Additionally, the student should arrange an alternate session to make up any quiz or test that would occur during the absence. The student will then be responsible for completing these assignments according to the instructions of the individual subject area teachers.
- If the absence is excused, it is the student's responsibility to contact his/her teachers **the day of returning to school** to plan any makeup activities.
- Students have up-to the number of days missed to make up work missed on absences and/or trips. However individual teachers and administration can provide additional time as individual cases warrant. Learning is our goal.
- Unexcused absences will negatively impact student learning. Unexcused absences may result in "half or 50%" credit for all assignments missed, and limitations to make up missed quizzes, assignments, tests, and other assessments. Exceptions can be made by the administration on a case by case basis.

PS:4 – TARDINESS

Responsibility and being Principled are two of our SAS Learner Profile Traits. Being on time for learning is reflected in these traits. Time is something we can not make up and missing time in our classrooms is something that will certainly impact student learning. Thus it is very important for students to be on time for class. Further, when students arrive late to school they are a distraction to their fellow students and to the teacher. It is important that parents work with their children to assure their on-time arrival at school.

PS:4.1 – Tardiness Definition:

Not being in class when the period/class/day begins. Tardiness is counted both for arrival at school and arrival to individual classes for secondary students.

Instruction begins at 8:15 each day for ALL divisions. Any student arriving after 8:15 to class or the campus will be marked as tardy for further administrative actions.

PS:4.2 – Tardy Consequences:

- Administrators or teachers may impose consequences to students who are tardy, including but not limited to:
 - Make up time during the day to work on missing work or instruction.
 - This could mean loss of recess/lunch/or other free time.
 - After school make up time with proper parent permission on the day of or following day(s)
 - Parent Contact
 - Written Reflections, etc.
- Fourth Tardy: The fourth tardy of any student can be an Office Referral and/or other consequences:
 - Administrators will work with students on the reason for their tardiness and impose consequences and plans as necessary
 - Parents will be notified after the 7th tardy.
 - Possible in school or out of school or suspensions may be implemented
 - After-school make up times
 - Loss of privileges
 - Multiple tardies may also count towards an absence
 - 4 tardies can be one absence
 - Students in Middle School or High School who have excessive unexcused tardies may receive consequences which include after school detention, in school suspension, or out of school detention.
- For non-chronic students, tardies can be reset at the beginning of a semester.

PS:5 – SECURITY AT SAS

Providing a safe and secure place for our students to learn and our teachers to teach is very important. SAS restricts access to our school to ensure that all persons on campus have a reason for being on campus. The safety and security of your child is our greatest responsibility. Procedures and policies to ensure this may occasionally take additional time and checks. Your cooperation and patience is greatly appreciated.

PS:5.1 – Security Guards:

Guards are on duty at school gates during all school hours. They help keep the campus safe by knowing all personnel, students, drivers, and families. They are at the gate at all times to check the purpose of each visitor and to see that each student is met by the right driver.

PS:5.2 – Approved Persons to Pick-Up;

It is the responsibility of all parents to inform the school of the adults in their child's life who will have permission to pick them up. This information is documented within our school management system and communicated to security, teachers, administrative assistants, and

administrators. Persons not listed will not be allowed to enter, access, or pick up. Special parent permission, communicated in a timely manner to the correct divisional office, can allow for special circumstances.

PS:5.3 – Cameras:

SAS has monitoring cameras in nearly all academic, open spaces, and the perimeter of the school. These cameras are used to provide a level of safety for your children and staff. Camera access and footage is extremely confidential and only security personnel and school administrators are allowed to view or request footage.

PS:5.4 – Drills:

SAS practices a number of drills so that we can be prepared for possible emergencies.

- Fire Drill: in case of a fire or other hazard in a building, this drill provides a safe process for students to evacuate to a safe location.
- Lock Down: in case of an intruder or possible threat on campus or near campus, this drill provides students and staff an opportunity to practice “safe in place” procedures.
- Earthquake: in case of a severe earthquake, this drill provides students and staff an opportunity to practice evacuation to a safe location.

PS:5.5 – Photo Publication:

All parents are asked if they wish to have their child’s picture published, if taken and published in a newsletter, website, or some other possible public forum.

PS:5.6 – Names on Belongings:

It is essential that all items brought to school are clearly marked with a name, especially school bags, lunch boxes, water bottles, and calculators. Misplaced items can then be returned to the owners.

PS:5.7 – Lost or Stolen Items:

SAS is not responsible for lost or stolen items at school or on school sponsored trips. The school provides a Lost and Found in each division for clothing and other items. Found electronic devices will be in the divisional administrative assistant’s care. Lost items should be reported to the divisional offices as soon as possible. Unclaimed items will be donated to charity at the end of each quarter.

PS:6 – CHILD - PROTECTION & SAFETY

The aim of the SAS Child Protection and Safeguarding procedures is to promote good practice by providing children and young people with appropriate safety and protection whilst in the care of SAS. These procedures will also allow all staff to make informed and confident responses to specific child protection/safety issues. This policy applies to both real-world and online environments.

PS:6.1 – A Child’s Rights:

- All children have rights. No one can take away a child’s right to be safe
- All children have a voice
- All children have the right to say ‘no’ if any person tries to do something to them which they feel is wrong.
- All children have the right to be supported against bullies.
- All children must feel they can tell an adult of any incident that frightens or confuses them or makes them unhappy.
- All children must know that if they go to an adult for help, they will be listened to seriously and supported.
- All children have the right to be treated with respect and to be safeguarded from harm.
- All children, whatever their age, culture, disability, gender, language, racial origin, and/or religious beliefs have rights in general and in particular the right to protection from all types of abuse.
- EVERY PERSON MATTERS

PS:6.2 – SAS Practices:

- All members of our community have a responsibility to speak up and report to someone in confidence if they believe abuse, bullying, or other types of harassment are occurring.
- SAS values, Learner Profile, and general code of conduct do not allow for bullying, harassment, or unsafe behaviors by any member of the community, either in person or online.
- All staff members are properly screened and supervised to ensure they meet our highest standards and are of good moral character.
- There are in place in the staff handbook specific procedures and practices to ensure proper reporting, handling and confidentiality of any suspected bullying, harassment, and/or abuse.
- Staff, volunteers, and visitors must ensure they are aware of ensuring the safety of our students and that at no time will they place themselves or others at risk by neglecting their responsibilities or failing to consider child protection in their decisions and actions.

PS:6.3 – Drop Off And Pick Up:

Students will only be released to approved adults, siblings, or family staff. Special arrangements for pick up can be made through the divisional offices. It is important parents make these special arrangements in a timely manner. Any special arrangements called or communicated in the last 30 minutes of the school day may not be able to be communicated to students and staff. There are two gates used for drop off and pick up at SAS.

1. Main Gate: Located at the front of the school and has the primary pedestrian and vehicle entrance for the school.
 - a. This gate is primarily for high school and middle school students arrival and departure.

2. Side Pedestrian Gate - Villa Entrance: Located on Schutz Street adjacent to the playground and villa. ALL elementary students are to enter and exit through this gate unless they are entering with a high school or middle school sibling.
 3. Bus drop off and pick up is located in the parking garage area. It is a secure and monitored location.
 4. Pre-K Gate: This gate is used for designated students and families at the end of the day. Families are assigned this gate and it helps relieve traffic and congestion at the front gate at dismissal time.
- Pick up and drop off demands a precise and systematic approach. It is important that parents, drivers, nannies and all SAS personnel keep vigilant eyes and attention on the safety of our students at all times.
 - Drivers are not allowed inside the SAS campus.
 - Nannies are allowed inside the campus.

PS:7 – ENGLISH AS OUR LANGUAGE OF LEARNING

English is the common language of instruction in our inclusive learning community. A premier education facilitates multilingualism which reinforces active global citizenship and develops confident communicators in each student across the school.

PS:8 – COMMUNICATION

An informed and involved parent community is an asset in any educational environment. Two way communication is essential. Our SAS Learner Profile provides the foundation for our communication efforts at SAS, along with the “assumption of positive intent,” and that we are all striving to work together to provide a safe, supportive, and challenging learning environment for all our students. We expect all teachers, students, and parents to communicate in a respectful, proactive, and timely manner focusing on the individual student and protecting confidentiality and the dignity of all involved.

SAS provides a wide range of ways for parents, students, and community members to communicate, stay informed, and provide feedback. We expect students and parents to communicate directly with teachers to answer questions, express concerns, reflect on learning experiences, proactively engage in problem solving when necessary, etc.

PS:8.1 – Communication to Parents:

- The Word on 51 Schutz Street: Each week SAS provides an in depth overview of the current happenings and future events. This is a student initiative where students are responsible for the content.
- [Schutz Website](#): The SAS website is the primary portal for all information pertaining to SAS. In here you can find out about important upcoming events, documents to

download, calendar updates, and key contact information.

<http://www.schutzschool.org.eg>

- Email: Email is a primary tool for quick and direct communication. Teachers and administrators emails will be sent to parents. It is important for parents to read and respond when necessary. Teachers are required to check email twice daily and to respond in a professional and timely manner.
- Schutz Facebook Page: This page provides a glimpse into some of the latest happenings at SAS.
- Head of School Coffee Mornings: Community coffee mornings are held. Leadership will be present for you to interact with.
- Progress Reports/Teacher Conferences: Parents will receive interim and quarterly progress reports. Additionally, formal Teacher-Student/Parent conferences are scheduled twice a year.
- Open House: Annually, each division hosts an Open House in the Fall. This is an opportunity to learn about the curriculum and class expectations. It is very important that parents attend in order to understand the unique style of education at SAS and to meet all their child's teachers for the year.
- ManageBac: ManageBac is a family of interactive web portals for parents, students and teachers. Parents will be signed up for ManageBac. Many of the school's urgent news and event information will be sent to you through ManageBac. The ManageBac portal can also provide additional information regarding missing assignments and attendance. Some teachers will load detailed information about curriculum and course content onto their ManageBac page. Contact our Technology Coordinator if you experience any problems with the system.
- Board and Committee Meetings: The SAS Board of Trustees meets approximately once per month to discuss the needs of the school. In addition, there are several Board committees that meet monthly, addressing issues related to Finance, Policy, Fundraising, Education, and Facilities. Some of these meetings have specific times that are open to non-board or committee members. If you wish to attend or provide feedback, please contact the Head of School's administrative assistant.

PS:8.2 – Communication from Parents:

There are a number of ways for parents to communicate to staff, administration, and the Board.

- Teachers & Administrators: Each year we provide an extensive list of teacher and administrator contact details. In addition, parents are welcome to set up an appointment with the teacher(s) and principal(s), or any other administrator. If you have any feedback, please reach out.
 - Phone - Contact information is provided at the front of this document. Any administrative assistant will help you make an appointment with a teacher or administrator as needed.
 - Email: All teachers and administrators are required to check email twice daily. All are required to respond in a timely and professional manner to all parent emails, usually within 24 business hours after receipt.

- info@schutzschool.org.eg: Use email specifically to request information or to provide any feedback. Emails sent to here are monitored, logged and forwarded to the appropriate person, team or division.
- Get Involved: Show up at events, provide direct feedback to your children on Seesaw, send emails to your child's teachers asking questions, attend parent teacher and student-led conferences, volunteer for an event or the Parent Teacher Association (PTA), etc.

PS:8.3 – Paths of Communication:

Both parents and school personnel are committed to establishing and maintaining positive, proactive, and timely communication between the school and parents. SAS recognizes the need for proper communications between and among students, parents, teachers, administration and the Board. To assist in achieving this objective, the following general procedures are recommended for all concerned parties:

1. When the problem concerns a student and his or her work in school, the best person to see is the student's teacher. An appointment to see a teacher may be made by calling the school office (576-4188/574-3561) or by email to the appropriate teacher (first name initial last name @schutzschool.org.eg). Concerns about a student's general program or progress should be discussed with the student's classroom teacher in the Elementary School and their class advisor in the Middle and High School. Problems of a social/emotional nature may also be discussed with the School Counselor, Cludia Awad (cawad@schutzschool.org.eg).
2. Problems which cannot be resolved through a conference with the teacher or counselor and questions of a more general nature concerning the operation of the school may be discussed with the appropriate principal. Appointments may be made by calling the school (576-1435/ 576-2205) or by email to the appropriate school principal.
3. Problems which have not been resolved after conferences with the teacher and school administrator may be taken to the Head of School. He/she will be happy to discuss any questions related to the general operation of the school or to school policies and will answer any questions addressed to him. An appointment may be made through the school office (576-1435/ 576-2205) or by email to the Head of School administrative assistant.
4. The Head of School, as the executive officer of the school, reports to the SAS Board and is responsible for the organization, operation, and administration of the total school program. Therefore, s/he is the normal channel of communication between the Board and the public. Questions about school policy should be directed to the Head of School. Normally, communications directed to the Board will be referred to the Head of School for reply or action. Individual board members do not directly involve themselves in administrative matters involving students, teachers and administrators.
5. Requests for changes in school policy and appeals of decisions made by the Head of School may be addressed to the Board. All communications to the board should be in writing and should be addressed to the Board President.
6. Grievance: There does exist a path for parents, students, and/or staff who have failed to reach a resolution at the teacher or administrator level to file for a formal grievance. If

any party has not attempted to solve the issue or concern at the teacher or administrator level, then a grievance will not be allowed. A written and detailed letter of the grievance and the paths taken by the party to solve the concern at the lowest level must be presented to the Head of School. The Head of School will respond in writing within two business days from receipt of the formal grievance. If the party filing the grievance remains unsatisfied, then a written request to the Head of School to send the grievance to the Board Executive Committee can be made.

PS:8.4 – Inappropriate Forms of Communication:

It is important for all members of the SAS Community to understand that there are forms of communication that do not align with the values and beliefs of SAS or that do not provide for the proper confidentiality and professionalism that is required at a premier institution such as SAS. In this day of rapid social media and instant communication, it is important for us to stand by our principals and values and communicate in a manner that shows respect and positive intention. Please be aware that any communication that violates our values/beliefs, or the confidentiality of students, or that bullies or intimidates others, will not be allowed.

PS:8.6 – Communication with your Student During the day:

Students will not have their communication devices on them or have access to them at all times. If you need to contact your child or if there is an emergency, please contact the divisional office. We will quickly get the student to a place he/she can talk to you, and we can support them as needed with any follow up such as an early departure.

PS:8.7 – School Telephone Use:

Students must accept responsibility for bringing work and materials to school. Therefore, use of the school telephone to call home for forgotten items is not permitted. The phone cannot be used to call home to make after school plans.

PS:9 – PARENT RESPONSIBILITIES AND INVOLVEMENT

Schutz is Family! We expect and want parents to be partners with our staff and their child(ren) in the educational process and in developing the type of safe and nurturing campus where students can thrive.

PS:9.1 – Parent Responsibilities:

- Be an active participant in my child(ren)'s learning and inquiries
- Support and model the [Schutz Learner Profile](#)
- Help my child find balance between academics, family time, fun, and media/tech
- Help ensure the safety and security of my child(ren) by reporting any bullying/harassment behaviors or concerns.
- Communicate proactively and timely with my child(ren)'s teacher(s).

- Provide feedback to my child(ren) through different applications such as SeeSaw and Google Classroom.
- Help my child stay up to date by checking assignments online and through emails.
- Support the love of literacy by encouraging your child to read, by providing 15 to 20 minutes per day for reading.
- Support creative thinking and problem solving through inquiry and questioning at home, on trips, everywhere!
- Help your child understand that making mistakes is part of learning and that learning involves success and failure.
- Model and support service and action within our community.
- If you can, volunteer and get involved.

PS:9.2 – Parent Teacher Association (PTA):

Parent leadership is essential in order to develop school strengths, help identify and solve problems, and build a partnership between parents and school. An involved parental influence helps education flourish and children thrive. The PTA is a support organization for the school, within the Schutz family. The aim is to foster a sense of support, pride, and enthusiasm as a way of influencing the success of our children’s educational environment. The PTA provides an open forum for discussion by parents, students and staff members (teaching and non-teaching), giving them a voice in the decision making process. It also facilitates social occasions to help enhance the community spirit at SAS, sometimes in the form of fundraisers. Funds raised are used in positive ways such as helping enhance facilities, providing scholarships, and helping fund extra curricular activities. Parents are welcome to attend all meetings and events. Meetings are generally held once a month. Check the school calendar for meeting dates and special events. We encourage all parents to become involved in the PTA: SAS PTA EMAIL: schutzpta@schutzschool.org.eg

PS:10 – CURRICULUM AND INSTRUCTION AT SCHUTZ AMERICAN SCHOOL

PS:10.1 – SAS Definition of Learning:

- *Learning is an ongoing process in which learners acquire, develop and apply knowledge, skills, and dispositions essential to thrive in, and contribute to, an ever-changing world.*
- *Learning is optimized when it is: personalized, meaningful, authentic, reflective, collaborative, transdisciplinary, and active.*

We are committed to providing a significant, relevant, and engaging learning experience for all students that helps prepare them for an ever changing world and success in academics and life no matter where they end up in the world. Our curriculum is designed to develop the traits of the SAS Learner Profile, facilitate critical and creative thinkers, and develop “agency” with each individual student. The standards employed by SAS are linked in section PS: 1.4.

PS:11 – SCHOOL FACILITIES AND USAGE

PS:11.1 – Description:

The school is located on two adjoining campuses, Pattee Campus and Schutz Campus. Walters Hall and the Villa are found on Pattee Campus. Walters Hall houses the Elementary School (pre-kindergarten through fifth grade classes) and the Elementary School office. It has 13 classrooms and facilities for art, technology, library, world languages, music, drama, learning support, and English as a Second Language (ESL). The Villa houses the offices for Development, Finance, Board Room, and the Head of School.

The Schutz Campus facility includes an auditorium, swimming pool, basketball court, volleyball court, a multipurpose covered court, an exercise room, and Roy, Meloy and Lorimer Halls. Roy Hall, the original SAS building, houses the dining room/kitchen complex, staff housing facilities, and the central maintenance office. Meloy Hall contains classrooms for Grade 6-12 students, the High School library, science labs, a computer lab, the Counselor/Psychologist office, and the High School office. Lorimer Hall contains a large auditorium and two classrooms. Other facilities around the campus include a health clinic, an art room, physical education office, and the canteen.

PS:11.2 – Facility Usage by Students and Families:

Schutz is Family! Our school facilities are for the primary use of our students and staff to accomplish the mission of the school. Student usage will always be our first priority in deciding facility usage requests. We enjoy and encourage our families and students to use our facilities as a way to build a stronger community. We are open minded and approachable to ideas and activities that help use our facilities to build a stronger and better community. We must also balance the facility usage with the needs of our overseas hired staff who use the facilities as their home and time away from school work.

School Week Days:

- Unless engaged in an approved and supervised after school activity, all ES/MS students are to leave campus at 3:30 p.m. during the week and HS students no later than 4:00 p.m.
 - Campus is available for supervised student, parent, and family activities on most days. Exception: **Thursday and Saturday.**
 - **Thursday - All students and parents must be off campus by 4:00. Campus on Thursday is for residents use only**
 - The entire campus is closed to all students and community members at **5:00 p.m. each day** during other days of the school week.
 - Officially approved and school sponsored activities are an exception.
- If supervised by an adult, students may stay on campus and use some facilities up until **5:00 p.m.** during the week. Except Tuesday and Thursday. Note: **Tuesdays** are staff development days. Students can only stay if closely supervised and if their presence and activities do not interfere with staff learning.

- The SAS swimming pool is closed to all recreational usage during the school's operational hours.
 - Any student or family access to the SAS swimming pool must have the permission of a SAS Administrator and must be closely supervised by an adult(s).

Weekends:

- **Campus is closed to students and families on Saturday**, for residents and cleaning purposes. During weekends, the school is the home and residence of the overseas hire staff residing on campus.
- The campus is open for recreational use by SAS students and parents from **9:00 AM to 5:00 PM on Fridays**.
 - Students are not allowed unsupervised access at any time including weekends.
- Any student or family access to the SAS swimming pool must have the permission of a SAS Administrator and must be closely supervised by an adult(s).

At all times after school and on Fridays, Roy and Walters Hall are for residents use only. Please do not allow children or guests to come into the residents area.

PS:11.3 – Library:

*“Let us remember: One book, one pen, one child and one teacher can change the world.”
Malala Yousefzai.*

Our school libraries are one of the best in Alexandria, and are here to help develop and nurture a love of reading and inquiry in all our students. Our libraries are centers for learning at SAS and provide connections to resources across the globe. Students also have the ability to check out books anytime they finish or need a new book. Libraries are open from 7:45 to 3:30 each day and students and parents are welcome to drop in to browse, check out books, or work on projects or inquiries.

Check out the Library Website [HERE](#).

List and links to Library Resources can be found [HERE](#).

The SAS Elementary School Library serves our Early Years program through Grade 5 classes. Library resources at this level are used to enrich, inform, entertain and support inquiry for our younger students by providing them access to a wide variety of fiction and informational materials. These include a fantastic selection of picture books, beginner readers, “chapter” books and nonfiction books, periodicals, audio, ebooks, and online resources.

The SAS MS/HS School Library serves grades 6 - 12. It is our goal to support literacy in the school, as well as enrich, inform, entertain and support inquiry for our students. We provide students with a large variety of fiction/non-fiction books, periodicals, audio and ebooks, and online resources. Some classes visit the library during their silent sustained reading (SSR) period. They also come to the MS/HS library to attend research classes that assist them with

selecting reliable resources, working on proper citation, generating a professional essay outline, and learning methods to check for plagiarism.

- Lost or damaged items are the responsibility of the student/family. The cost of replacement plus shipping will be added to all items.
- No food or drink is allowed in the libraries.

PS:11.4 – School Counselor:

School counselors are normal and expected resources in an American based educational system. SAS has a school counselor on staff. The counselor's role is to provide individual and group student services in the domains of Academics and Social/Emotional development.

Our counselor works with all grade levels from pre-k to 12th grade. Students may meet with the counselor individually or in small groups. The counselor deals with conflict resolution, social skills, academic concerns, development of organizational and study skills, stress, issues related to family or friendships, etc. Student appointments may be made through the classroom teachers or with the counselor. Parents may request an appointment through the divisional assistant or directly to the counselor. Parents, students, and staff are welcome to contact the counselor at any time during school hours to ask questions, get information, and/or request an appointment.

PS:11.5 – The Clinic:

The SAS Doctor and/or Nurse are on campus from 8:00 a.m. until 4:00 p.m. Students will need a note or be chaperoned by a teacher, to be seen during class hours. Students are expected to report back to class immediately after visiting the clinic unless he/she has been authorized to go home. After arriving at school, a student may not leave campus for health reasons unless recommended by the school nurse and approved by an administrator. It is important for families to share any and all special medical, health needs, or allergies with the school nurse so these can be documented and planned for.

PS:11.6 – Medications at School:

All prescription medications must be given and/or supervised by the clinic. Parent permission must be on file.

PS:11.7 – Cell Phones at SAS:

We understand many students, some very young, have their own cell phone. We know this is a great way for parents to keep in touch with their children and help keep them safe. We also know that personal devices can also be used very responsibly by students to help facilitate inquiry and learning.

- High School students are allowed to have their phones and have them on their person. At the start of each class students will turn their phones to the teacher. The phones will be placed in a designated box/container and must be in silent mode for the duration of the class period. Specific guidelines:

- Phones may not be taken to the bathroom, nurse, etc.
- May not be used in bathrooms or any other location where such use could violate another person's reasonable expectation of privacy
- May not be used to take a photo image of anyone without their knowledge or permission.
- Any student who fails to follow these procedures will have the phone confiscated. There are no warnings or second chances. Confiscated phones will be placed in the divisional office and the student can pick up the phone at the end of the day. Multiple failures to follow this procedure can/will result in the student turning their phone in each day at the security desk and picking it up from there at the end of the day.

** SAS is not responsible for any lost or stolen items.

PS:11.8 – Lunch/Snacks and Food Services at SAS:

One of the Learner Profile traits is “Balance.” We seek Balance in the types of food we eat and help students learn to make responsible choices.

Hydration:

We encourage all students to bring a non disposable water bottle to school that is clearly identifiable as theirs and well marked. These bottles can be refilled at school.

Snacks:

We focus on students bringing healthy snacks from home. Highly processed and sugary foods like chips, sodas, and candy are highly discouraged. Students are encouraged to bring only healthy snacks to school. Snacks should be brought in labeled and closed containers.

Lunch:

All students have a designated time for eating lunch.

Canteen:

Secondary students can purchase food and/or drinks from the canteen during lunch.

- Food delivery during school hours will NOT be allowed. This includes outside vendors and family drivers making deliveries.
- In some special circumstances (e.g. a class or club celebration) food may be brought on campus after having received prior administrative and classroom teacher/sponsor approval.
- Cafeteria lunches can be purchased on a daily, weekly, monthly, or annual basis.
- The canteen will not be open during morning break for secondary students

PS:12 – STUDENT EXPECTATIONS

All of our expectations for students are based on the beliefs and values expressed in our SAS Student Learner Profile. We have high expectations for students academically and socially as they interact with each other and staff. We expect students to work collaboratively in all classrooms on inquiry, problem solving, and creative thinking. Being able to do this in a safe, supportive, and trusting learning environment is essential for us to accomplish our mission and the development of the SAS Learner Profile.

A SAS Learner:

- Is kind and respectful
- Has integrity, takes responsibility for his/her actions and reflects on them honestly
- Does the right thing even when no one is watching or will know
- Seeks balance through self-care and awareness of themselves and others
- Manages their time/resources in a way to enhance their learning and those around them
- Is part of a team and takes on leadership and followership roles as needed
- Respectfully listens to others and express ideas so that all points of view can be heard
- Has a growth mindset (seeks learning over perfection)

PS:13 – STUDENT DISCIPLINE

PS:13.1 – Philosophy:

Expectations for student behavior is based on SAS core values and the SAS Learner Profile. The aim of all our work is to develop internationally minded individuals within our community, who act with integrity, compassion, responsibility, respect, and resilience. Each individual member of our community strives to take action to better our community. We will all work together to develop these traits in all members of our community.

We strive as a community to develop and facilitate individual and group responsibility from all students, in anticipation that these core values shall become integral to their behavior as they develop as leaders in our community.

No student has the right to interfere with the learning, the property, the person or the time of others.

PS:13.2 – Representing SAS On or Off Campus:

Good conduct is expected from all students who participate in or attend any school-related activities. Students are expected to conduct themselves in a manner keeping with SAS core values and the Learner Profile at any location where they may be associated with the school, on or off campus, and in the vicinity of the school, including festivals, celebrations, overnight trips, concerts, guest lectures, and sporting events. When attending school or any school-related activity, students are expected to be well groomed and dressed appropriately that takes into account cultural sensitivities.

PS:14 – STUDENT CONDUCT AND CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

PS:14.1 – Teacher and Staff Responsibilities:

In accordance with the SAS Learner Profiles the staff of SAS are committed to creating a safe, positive, and challenging learning environment which develops student agency and empowers

students with the knowledge, skills, and confidence to fulfill their life-long aspirations and to act to better their communities. Each teacher and staff member is responsible to work in collaboration with students to set, teach, model, and practice his/her specific classroom agreements. These agreements clearly set the expectations for responsible and productive behavior in the students'/teachers' classroom.

When a student engages in behavior that is not consistent with the Learner Profile or Essential Agreements the teacher will take the appropriate steps or corrective actions to resolve problems when they occur. The system of corrective action will be based on:

- Helping students learn and practice the proper behaviors
- Implementation with a systematic and fair process
- Consistent systems and procedures
- Balance against the severity of the misconduct
- Appropriateness according to the age of the student and severity of the behaviors
- Effectiveness to improve behavior(s)

Teachers are expected to document and communicate significant and/or recurring behavior issues with parents and administrators in ManageBac.

Actions which may be taken include, but are not restricted to, verbal warning or reprimand, redirection, timeout, removal from class for a short time, loss of classroom/activity privileges, school service work, parent contact, office referral, etc.

PS:14.2 – Temporary Removal from Class or Activities:

If a student refuses to follow directions or is a disruption to the learning process, the teacher may send the student to the school office for a short timeout period (five to ten minutes). The teacher will notify the office why the student is being asked to leave the classroom or activity and how long he or she is to remain in the office before returning. This is not a referral to the Principal for corrective action.

PS:14.3 – Principal/Administrator Responsibilities:

Most student behavior problems are effectively resolved by teachers, students, and parents working together in a responsible and clear process modeling the traits of the SAS Learner Profile. When a student fails to respond to teacher/staff corrective actions, fails to take responsibility for his/her actions, and/or demonstrates serious and significant behavior, the student will receive an office referral.

Procedure:

1. The teacher or other staff member will document the incident in a ManageBac behavior note. The behavior note will indicate the type of misbehavior, a description of the incident(s), and a summary of any corrective actions taken.

2. The teacher or staff member will notify the Assistant Principal who will review and investigate the incident(s) and any other previous behavior notes to determine the appropriate level of corrective action to be taken.
3. The Assistant Principal will notify the student's parents, advisory teacher, and the referring staff member in writing of the incident(s) and corrective action taken.

PS:14.4 – Severe Misbehavior and Principal Referral:

The following categories of severe misbehavior will result in the student being referred to the Principal for corrective action:

- **Disrespect or Defiance of Adults:** Disrespectful or defiant behavior is defined as the direct refusal to comply with a reasonable adult instruction within a specified period of time. It also includes verbally abusive and/or threatening language. Examples may include: walking away while being corrected, talking back, name calling, and threatening physical harm.
- **Chronic Defiance of a School Rule or Procedure:** Chronic defiance of a school rule or procedure is when a student continues to defy classroom and/or school guidelines, rules, and procedures after a number of corrective actions have been taken by staff members. Examples include, but are not limited to dress code violations, running in the corridors or stairs, talking out in class, and disturbing others.
- **Dangerous Acts:** A dangerous act is any action that has the potential to cause harm or injury to themselves or others. Examples may include: jumping off the top of a play structure or pulling the chair out from under another student.
- **Classroom Disruption:** A classroom disruption is willful behavior that significantly disrupts the order in a classroom. Examples may include: emotional outbursts and persistent interruptions of the learning process.
- **Academic Dishonesty:** Cheating and plagiarism are considered acts of academic dishonesty. (see Academic Integrity section below)
- **Physically Dangerous Behavior:** Fighting and physical aggression such as, (but not limited to): hitting, kicking, slamming, choking, tripping, shoving, throwing objects, etc. that cause injury to others are considered physically dangerous behaviors.
- **Verbal Abuse or Intimidation:** Language and actions that are intended to harass, humiliate, or intimidate others is considered severe misbehavior. This may include spitting, swearing, racial slurs, threats of physical or emotional harm, and derogatory sexual language.
- **Tobacco, Alcohol, and Illegal Substance Possession or Use:** Students who possess or use these items at school are to be immediately referred to the Principal for corrective action. any student found to be possessing, consuming, or providing tobacco or alcoholic beverages on SAS campus or during school-sponsored activities will be suspended. Students under the influence of or providing alcoholic beverages are also subject to expulsion. Students suspected of possessing, consuming, or providing illegal drugs on SAS campus, in its vicinity, or during school-sponsored activities may be suspended. If after an investigation by the administration it is determined that the student possessed, consumed, or provided illegal drugs, the student will be expelled from SAS.

- **Stealing:** Students who purposely take items that do not belong to them are to be referred to the Principal for corrective action. Only Principals or the Head of School have the authority to conduct student searches. Staff may only search a student's clothing and other personal property if there is a reasonable cause to believe that something is concealed that may be of immediate danger to the student or to others.
- **Damaging Personal or School Property:** Acts of arson, vandalism, unauthorized access, or willful destruction of property are examples of damaging personal or school property. Students will be required to pay for the repair or replacement of the item(s) damaged.
- **Technology/Device Trespass:** Technology/Device Trespass is the illegal or unauthorized access, alteration or deletion of computer programs, applications, systems, personal devices, school devices, or storage devices, etc., and may result in disciplinary action.
- **Threatening the Safety or Well Being of Others:** Any physical/verbal threat or action by students which have the potential to cause significant injury to others and are considered a threat to the safety or well being of others. Examples may include: pulling of the fire alarm, bomb threats, possession of firearms or explosive devices, any physical threat.

PS:14.5 – Corrective Action:

The methods and levels of corrective actions employed by an administrator as consequences for an office referral involves the use of professional judgment, reflections with the student, victims, parents, and staff. Examples of corrective actions are as follows:

- **Warning:** Staff or Principal will discuss the incident with the student. The circumstances leading up to the misbehavior will be reviewed and the behavior expectations will be clarified.
- **Parent Conference:** School staff will conference with the student's parent(s) or guardian(s) either via the telephone or at the school.
- **Staffing:** School staff will meet to review a student's behavior problem(s) and develop an improvement plan. This might result in additional support needed for the student.
- **Before/After School/Weekend Detention:** The student will be detained in the office by the Principal before or after school or on a weekend day for a specified duration. Parents will be notified by school staff prior to a before/after school detention. Parents are responsible to provide transportation for their child to or from the detention.
- **Recess/Lunch/Free Period Detention:** The student will be detained in the office by the Principal for a specified duration during recess, lunch, or a free period.
- **School Service Work:** The student will be required to do tasks such as cleaning walls or sweeping walkways as a service to the school for misbehavior that causes damage to school property.
- **Denial of a Privilege:** The student will lose a classroom or school privilege, such as using a library pass and school equipment for a specified duration.
- **Restriction:** The student will be restricted from certain areas of the classroom, school facilities, or playground for a specified duration.

- **Restitution:** The student will be required to pay restitution for damaged or stolen property.
- **Denial of Academic Credit:** The student will be denied credit for an assignment, project, examination, or class for incidents of academic dishonesty.
- **Behavior Contract:** A behavior contract will be developed identifying specific behavioral expectations and consequences signed by the student, parent(s), and school staff.
- **In School or Out of School Suspension:** A student committing severe or chronic misbehaviors may be suspended from class(es) or the school. A Short-term (up to five school days) in-school or out-of-school suspension or long-term (more than five days) out-of-school suspension may be given by the Principal. A student on out-of-school suspension is prohibited from all extra-curricular activities and being on campus. A student on in-school suspension is prohibited from all extra-curricular activities and being on campus before and after the school day. A parent conference is required prior to a student returning to class or the school.
- **Social Probation:** A student chronically committing severe misbehaviors may be placed on social probation for a specified duration. A student on social probation will not be allowed to hold any student office, participate in any extra-curricular activity (including practices & competitions), participate in class trips that are not part of the academic program and be required to leave campus by 3.15 p.m. unless he or she is receiving academic assistance after school. A student not satisfactorily completing social probation may be expelled from the school.
- **Mandatory Academic Intervention:** SAS maintains high expectations for students, both academically and socially. The Mandatory Academic Intervention (MAI) procedure is designed to help provide a positive and proactive intervention(s) to a student who is struggling and not meeting expectations. A student is placed on MAI if one of the following conditions exists:
 - 1. A high school student has a cumulative GPA below 2.0. 2. A high school student who has received a grade of F in two or more classes in the 1st or 3rd quarters or in the 1st or 2nd.
 - The duration of an intervention period is a minimum of one quarter. MAI is designed to assist the student in improving his/her academic standing. SAS, the student, and parents enter into a plan to help understand the reasons for the performance issues. A comprehensive, specific, and measurable plan is documented. Communication and progress monitoring details are agreed upon, all focused on the success of the student.
 - Students on MAI **may not** be allowed to hold any office, to practice or compete in extracurricular activities, or other activities that are not a curricular requirement for a class.
- **Loss of Privilege:** Removal of privileges may occur as a consequence if the administration believes the student may be disruptive or can not be responsible to act in a manner that represents a SAS learner. Loss of privilege can include any extracurricular activities, after school activities, recess, etc. and can be for varied lengths of time.

- **Return Home from Trip:** If any significant or recurring negative/disruptive behaviors occur during any school sponsored trip the student may be asked to return home. Any expenses incurred for such a return trip will be the responsibility of the parents.
- **Expulsion/Unenrollment :** A student will be expelled from the school upon the recommendation of the Head of School for severe misbehavior, chronic severe misbehavior, or for demonstrated unwillingness and/or inability to access and benefit from the academic program of the school.

PS:14.6 – Bullying:

Definition: Is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behavior is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflicts or fights between students, whether in person or online, are not defined as bullying.

Students who are bullied need to report such incidents to the appropriate school personnel (teacher or principal). Parents who suspect that their child is a victim of these behaviors need to contact the principal immediately.

Bullying will not be tolerated at SAS. Students whose behaviors are identified as meeting the definition of bullying, as outlined here, will need significant interventions and support and may have a number of restrictions placed on them to ensure the safety of the victims. If a student fails to respond timely to these interventions and/or the bullying behavior continues, long term suspensions and/or expulsion will be considered.

PS:14.7 – Sexual Harassment:

Definition: Sexual harassment is unwanted and unwelcome behavior or remarks of a sexual nature that limits or denies a student’s right to educational benefits, or participating in an educational activity or program in a safe and supportive environment.

- The school may/can take action on harassment that occurred off campus and/or on non school events if it limits or denies a student benefits at school.

Students who are harassed need to report such incidents to the appropriate school personnel (teacher or principal). Parents who suspect that their child is a victim of these behaviors need to contact the principal immediately.

Sexual harassment will not be tolerated at SAS. Students whose behaviors are identified as meeting the definition of sexual harassment, as outlined here, will need significant interventions and support and may have a number of restrictions placed on them to ensure the safety of the victims. If a student fails to respond timely to these interventions and/or the harassment behavior continues, long term suspensions and/or expulsion will be considered.

PS:14.8 – School Policy on Diversity, Inclusion, and Anti-Racism

Our school is committed to providing a safe and inclusive environment for all students, staff, and community members. We believe that diversity is a strength and that everyone has the right to feel valued and respected, regardless of their race, ethnicity, gender, religion, ability, or any other characteristic.

To uphold this commitment, we have developed a policy on diversity, inclusion, and anti-racism that outlines our approach to promoting equity, diversity, and inclusion in all aspects of our school's operations.

1. Providing ongoing training and professional development for staff on topics related to diversity, inclusion, and anti-racism.
2. Incorporating diverse perspectives and experiences into our curriculum and instructional practices to ensure that all students feel seen, heard, and valued.
3. Creating a welcoming and inclusive environment by promoting positive relationships and respect for diversity among all members of the school community.
4. Addressing any incidents of discrimination, harassment, or bias in a timely and respectful manner, including providing support for those who have experienced harm and taking appropriate disciplinary action as needed.

We recognize that promoting diversity, inclusion, and anti-racism is an ongoing process and we are committed to continuously reviewing and updating our policies and practices to ensure that we are creating a safe and welcoming environment for all.

PS:14.9 – Academic Integrity:

SAS is a community of learners. One of our highest ideals is ethical practice in learning, or Academic Integrity. With this in mind, it is critical that both faculty and students protect and maintain our integrity in academic work. In order to ensure high standards, all students are expected to learn the ethical practices of research and scholarship, both individual and collaborative. An understanding of Academic Integrity, including Academic Misconduct, is crucial to a student's participation in the Advanced Placement (AP) courses and to his or her overall success at SAS. "Academic Integrity" refers to the practice and concept of assuring that all academic work is the product of one's own thinking, research, creativity, and inquiry and, where it is not, that all sources of information that is not common knowledge are acknowledged according to standard acceptable practices. Clearly, the line between acceptable assistance and unfair reliance on the work or ideas of others is not always easy to draw. If you are in doubt, consult with the teacher before submitting your work.

- **Plagiarism** is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either

written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course. Ask your teacher if you have a question, *before* you use the information in a report or presentation.

- **Cheating** is considered to be an attempt to **use** or **provide** unauthorized assistance, materials, information or study aids in any form and in any academic exercise or environment. This could include copying from a classmate, having a tutor do your homework, bringing notes into the test, sharing a “programmed” calculator with another student, using language translation software to translate from one language to another, or other similar unauthorized help. If in doubt, ask a teacher. ***Helping someone else cheat is the same offense as taking advantage of someone else’s help.***

The consequences of breaking these ethical guidelines for a student may include:

- loss of credit for work or tests dishonestly completed,
- requirement to meet with their parents and a school representative, and
- on repeated offenses, suspension or even expulsion from school.

PS:14.10 – Dress Expectations:

Students need to dress appropriately and show consideration for the high expectations that we expect from SAS Learners as well as being considerate of the Egyptian culture. Short-shorts, tank tops, bare midriffs, low cut pants, and shirts with inappropriate language are not acceptable. Any clothing, attire, accessories, tattoos, piercings, grooming, etc. that disrupt the learning environment will be considered by the administration as a possible violation of our high expectations. A student who dresses inappropriately will be sent home. The student will be welcomed back when he/she changes into appropriate clothing.

PS:14.11 – Bus Service:

A bus service is provided for a limited number of students for an additional fee. There is a monitor on the buses in the mornings and afternoons. To ensure the safety of your child, any change in your normal transportation schedule should be communicated to the bus monitor or driver. Buses are scheduled to leave promptly at 3:20 p.m. Students should be on time. To inquire about placing your child on the bus, please call the SAS main number or email your divisional Administrative Assistant.

Expectations for Proper Bus Conduct:

All SAS Students are representatives of the School and must behave in an appropriate manner, especially while on the bus in the community. Please follow and respect the rules.

- Take your seat immediately upon entering the bus and do not move from your seat during your trip. You may be asked to sit in an assigned seat and are expected to remain in that seat for the duration of the trip. For safety reasons, do not stand up at any time or change your seat even when the bus is not moving.
- All students must refrain from eating, drinking, and using tobacco products on the bus.
- Keep your voices low at all times and use respectful language on the bus.

- As part of the SAS family, all students are expected to treat everyone with kindness and respect. Older students should be helpful to the younger students. Keep your hands and feet to yourselves.
- For safety, ask permission from the monitor before opening or closing any of the windows. Always keep your hands and head inside the bus.
- Wait for the driver to open the door after coming to a complete stop before you enter or leave the bus.
- Keep absolutely silent when your driver approaches or crosses railways.

PS:14.12 – Sports - After School Activities - Travel:

- **After School Programs**

SAS offers a variety of after-school activities for all students. A list of current activities is emailed to parents routinely. Activities are supervised by SAS staff members for a nominal fee to cover the cost of materials and utilities. Activities taught by outside instructors are offered for an additional charge paid to the instructor. Specific activities are determined on a year to year basis and are based on student interest and instructor availability.

- **Athletics**

SAS believes that athletics are a positive and powerful motivator for students to perform better in all facets of school life. Athletics is one way for our students to grow and mature as healthy, well-rounded and socially well-adjusted citizens. By encouraging commitment, determination, and teamwork, we feel that our students will benefit greatly as they will apply these skills in other areas of their life. We truly hope that the students will take advantage of the athletic opportunities offered to them in order to make their school career a richer experience. We have great sports facilities for safe and spirited play.

- **Trips**

SAS provides a wide range of opportunities for students to travel, representing SAS at academic, sporting, and organizational events. We have high expectations for students who leave our campus and take on the responsibility of representing what makes SAS a premier educational institution. Traveling and representing SAS is a privilege and as such can be lost. It is important for students and families to realize that ALL behavior and discipline expectations are in effect during any school sponsored trip, just as if the student(s) were here on campus. Students failing to meet our behavior standards on trips may lose the privilege to participate or represent SAS and/or be returned home at the family's expense. Nearly all trips are paid for by families. Our Athletic and Activities Office organizes all trips and works diligently to keep cost reasonable, considering all the factors that go into organizing a national or international trip.

PS:14.13 – Gifts to Staff:

Thank you notes or letters of appreciation from students and parents to staff members are welcomed and encouraged. Staff members will not accept gifts greater than 50 USD or its equivalent from individual students or immediate families. All gifts will be reported by staff to their immediate supervisor.

PS:14.14– Class Size:

The HoS has the authority to go one to three students over limits considering time of year, budget, etc.

Grade Level	Class Size
Pre-K & Kindergarten	18
Gr. 1 to 3	20
Gr. 4 to 12	23

PS:15 – STUDENT ACTIVITIES

PS:15.1 – After School Activities:

The After School Activities program at Schutz is divided into 4 seasons consisting of 6 weeks per season. Two seasons before winter break and two seasons after winter break. Teaching staff will provide opportunities for the students based upon interest. These activities will be free of charge for families. We will also employ outside coaches, vendors who will offer a variety of activities on a pay per play basis.

PS:15.2 – Extracurricular Activities:

When applicable, students will be afforded the privilege of traveling with a group of students and teacher sponsors a variety of activities outside Egypt (Middle East, Eastern Mediterranean region and Europe). Students who travel on these trips are representing SAS, Alexandria, and Egypt as a whole. It is important that students are respectful to host families and host schools. The organizations have defined rules in the form of signed contracts that students and parents must agree to follow. Students who do not conform to these rules may be restricted from participation in future events.

Students on Mandatory Academic Intervention are not eligible to participate in activities. Students' eligibility will be determined at the time of tryouts for an activity.

The consequences for dropping out of an activity for personal or academic reasons (e.g. being placed on probation) after the season has begun includes but is not limited to the following: paying for any costs incurred by the school on the student's behalf, being suspended from participating in that activity for a period of time or for one year. The final decision will be made on a case-by-case basis by a committee consisting of the coach(es), the athletics director, and an administrator.

When applicable, SAS families will be asked to house visiting students when we host events. SAS students who participate in any event are required to house visiting students when SAS is hosting an event. This may be considered to be a prerequisite for travel with a SAS team.

PS:16 – SPECIAL EVENTS

There are often special events on campus such as plays, music productions, and social events. Students should arrive on time for the start of the event and leave at the end of the event.

During these activities the campus is not open for recreational use. If students come to the school, they are expected to take part in only the scheduled activity. **In order for a student to participate in any school activity, the student must have been in attendance for one full**

day immediately prior to the activity. (eg: a student must be in school Thursday to participate in a Thursday evening or weekend activity).

PS:16.1 – Field Trips:

Teachers may take their classes on trips off campus to enrich the classroom program. Invitations from parents to visit places of work (factory, laboratory, etc.) are welcome. Ordinarily, the school will provide travel and admission expenses, and the student will pay for food and other miscellaneous items.

PS:16.2 – Fine Arts Performances and showcases:

When students participate in a concert or showcase, the school will provide sufficient notice to ensure that parents are aware of the appropriate dress code. On some occasions, special costumes will be required.

PS:16.3 – Sports Day:

Students from KG through 12th grade are organized into cross-graded teams for a day of games and sports events. Students wear team colors and participate in individual and team activities. The day exemplifies the sense of family that we promote.

PS:16.4 – Fall Festival:

This is usually celebrated in late October or early November. We encourage everyone to dress up in costumes and come to school for an early evening of food, games, prizes and good fun. This is truly a family event where parents should bring your children to. Students will be responsible for helping maintain, coordinate and plan a booth for fundraising purposes. Each student will have a short shift of responsibility.

PS:16.5 – PTA Bingo Night:

The Parent-Teacher Association organizes this evening of fun and prizes for all ages. This is the major fundraising event of this important service group.

PS:16.6 – Talent Show (Schutz Got Talent):

This is a showcase of student and faculty talent. It provides individuals and groups with the opportunity to perform for the school community.

PS:16.7 – International Night:

This is a celebration of the diversity of the SAS community. Students, faculty, and families set up displays, offer samples of their national cuisine, and perform national dances and music. Everyone is encouraged to wear their national dress to add to the pageantry of the evening.

PS:16.8 – Honor Society Induction:

Newly selected members are inducted into the National Junior Honor Society and National Honor Society in a traditional ceremony built around the qualities of Character, Citizenship, Leadership, Scholarship, and Service.

PS:16.9 – High School Prom:

This is a formal dance for students in grades 9 – 12 sponsored by the High School Student Council.

PS:16.10 – Senior Lunch:

The PTA sponsors a luncheon to recognize the graduating seniors. Seniors and their parents and teachers are invited. Traditionally, families of grade 9 students assist with the preparation of the meal.

PS:16:11 – Rose Tea:

The junior class sponsors this event to wish the graduating seniors good luck as they leave SAS. The seniors bequest the juniors tokens of remembrance.

PS:16.12 – Falcon Awards Ceremony:

This is the High School awards ceremony. Awards recognizing academic achievement, extracurricular participation, and other special achievements are presented.

PS:16.13 – High School Graduation:

This event celebrates the completion of the SAS educational program. High School diplomas are presented to seniors who have met the standards set by the school.

PS:16.14 – Dances:

Dances are primarily for Schutz American School Students. Guests can be invited on a limited basis

Dances are primarily for Schutz American School students, but guests can be invited on a limited basis. All dances held on campus will start at 8:00pm and end no later than 11:00 pm. The gate will close at 9:00pm and no one will be allowed to enter.

General guidelines for school dances are:

Ticket Sales & Guests

- Advanced sale of tickets shall be sold only on the front porch during the lunch hour of the week prior to the dance.
- The advisor(s) of the sponsoring group shall keep a master list of tickets sold to students and their guests.

- Guest tickets shall be sold only as advance sales; **no guest tickets will be sold at the gate.**
- A maximum of 75 guests tickets will be sold, no more than 3 per student. No guests over the age of eighteen (18) or below the stated grade level will be admitted to the dance. (Students older than eighteen who attend local secondary schools with proper identification or who are alumni of Schutz American School can be admitted).
- Host students are responsible for informing their guests of the gate closure rule as well as all other school regulations regarding conduct at school activities (no smoking, no drinking, no fighting, etc.).

Arrival, Departure & Conduct

- Guests must arrive with and depart with their host.
- The gate will close one hour after the start of the dance. (dance starts at 8:00pm gate closes at 9:00pm).
- Any student or guest who leaves campus, once having entered, will not be permitted to return.
- All school rules apply for the duration of the dance or activity.
- Only the area of the ground floor of the auditorium, the reception area in the front of the auditorium, and the bathrooms off the covered court are open for student use during dances. Students must receive permission from a dance chaperone to be in any other area of the campus. Students found in other areas without permission may be requested to leave the dance.

Responsibilities of Dance Sponsors

- The members of the sponsoring group are responsible for the set up and clean up of the facilities.
- Any equipment or special needs must be arranged ahead of the day of the dance, including the music played at the dance.
- Members of the sponsoring group are expected to be present throughout the dance.
- The sponsoring group’s advisor(s) will provide supervision during the entire duration of the event. There will be no less than two adult supervisors at all times.

APPENDICES

Appendix 1: Regulations for Acceptable Use Information for Students & Parents/Guardians

The purpose of Schutz American School’s Acceptable Use Policy (“AUP”) is to prevent unauthorized access and other unlawful activities by users online, and unauthorized disclosure of or access to sensitive information. As used in this policy, “user” includes anyone using the computers, equipment, or “network,” which includes but is not limited to the Internet, email, chat rooms and other forms of direct electronic communications provided by the school.

The school reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of school property, school network and/or school Internet access or school files.

Acceptable Uses of the Schutz American School Network

Each year the school must verify that students using the network(s) and/or have signed the form acknowledging the Acceptable Use Policy. Students must have their parents or guardians sign this form and the school must keep it on file. Once signed that permission/acknowledgement form remains in effect until revoked by the parent, or the student loses the privilege of using the school's network due to violation of this policy or is no longer a student. **By using the network, users have agreed to this policy.** Even without a signed form, all users must follow this policy and report any misuse of the network to a teacher, supervisor or other appropriate administrator. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate administrator.

School Network Access

Access to the network is available to staff and students as a source of information and a vehicle of communication. Students will be able to access the Internet through their teachers. Individual student accounts may be issued to students as authorized.

- Equity Opportunity – The Internet shall be available to all students within the school and its instructional programs.
- Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. Because information on the Internet appears, disappears, and changes, it is not always possible to predict or control what students may locate.
- The smooth operation of the network relies upon the proper conduct of the users who must adhere to strict guidelines which require efficient, ethical and legal utilization of network resources.

Online Etiquette

The use of the network is a privilege and may be taken away for violation of Board policy or regulations. It is the user's responsibility to abide by the policies and procedures of this network.

- Users should adhere to online protocol.
 1. Respect all copyright and license agreements.
 2. Cite all quotes, references, and sources.
 3. Apply the same privacy, ethical, and educational considerations utilized in other forms of communication.

Unacceptable Uses of the School Network

The school reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the school, students, employees, network or computer resources, or (2) that expend school resources on content the school determines lacks legitimate educational content/purpose, or (3) other activities as determined by administrators as inappropriate. These are examples of inappropriate activity on the school network:

- Violating any law or ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;

- Criminal activities that can be punished under law;
- Selling or purchasing illegal items or substances;
- Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property, such as:
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 4. Using any school computer to pursue “hacking,” internal or external to the school, or attempting to access information protected by privacy laws; or
 5. Accessing, transmitting or downloading large files.
- Engaging in uses that jeopardize access or lead to unauthorized access into others’ accounts or other computer networks, such as:
 1. Using another’s account password(s) or identifier(s);
 2. Interfering with other users' ability to access their account(s); or
 3. Disclosing anyone’s password to others or allowing them to use another’s account(s).
- Using the network for Commercial purposes:
 1. Using the network for personal financial gain;
 2. Using the network for personal advertising, promotion, or financial gain; or
 3. Conducting for-profit business activities.

Student Internet Safety

1. When using the Internet, students shall not reveal personal information about themselves or other persons.
2. Students shall not meet in person anyone they have met only on the Internet; and
3. Students must abide by all laws, this Acceptable Use Policy and all other applicable school policies.

Penalties for Improper Use

The use of the school equipment and school network is a privilege, not a right, and misuse will result in the restriction or cancellation of those privileges. Misuse may also lead to disciplinary and/or legal action, including suspension, expulsion (based on building “Student Code of Conduct” Policy), or criminal prosecution by government authorities. The school will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

Schutz American School makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the school network are to be borne by the user. Schutz American School also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the school, or employees.