

Schutz Middle Years Program

Curricular Guide



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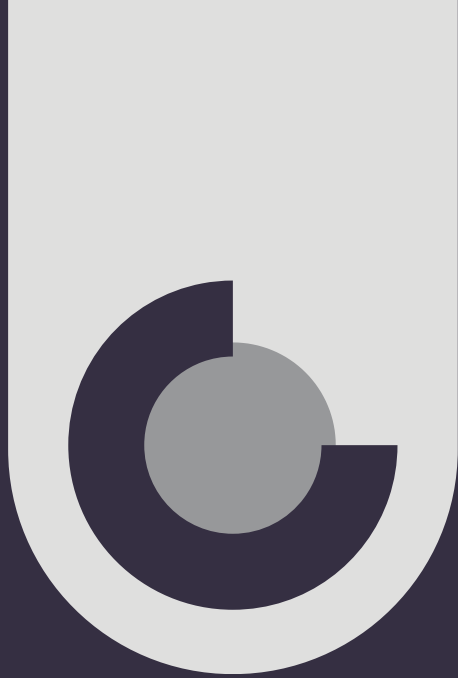


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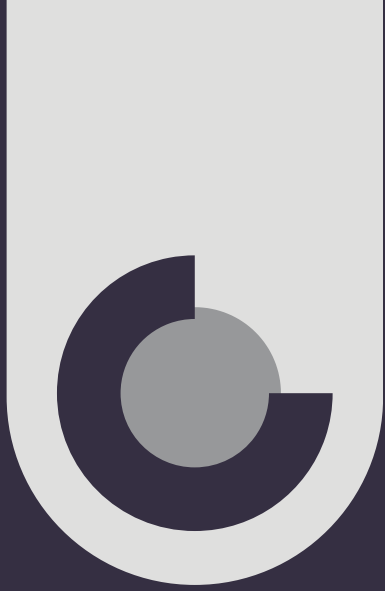
Welcome Message

At Schutz American School, we encourage our middle school learners to make practical connections between their studies and the real world, preparing them for success in further study and in life. The Schutz Middle Years Program aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. Our programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

Our Middle School faculty is dedicated to fostering students' curiosity, skill development and desire to learn. Lessons are designed to promote students thinking critically and creatively as well as to support the development of strong character and life skills. Students are empowered to reach their fullest potential in a culture which meaningfully incorporates the Learner Profile of respect, responsibility, resilience, compassion and integrity in all that we do.

Students are empowered to take responsibility for their lives while also recognizing how they can make a positive difference in their community and internationally. The Middle School has leadership development activities such as Model United Nations and Week Without Walls, which are highly successful in promoting global citizenship.





Mission Vision

Mission

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

Schutz is family.



Resilience

We meet and overcome challenges in order to achieve personal and academic goals. We learn from failure and adapt to change. We have control over our own destinies. We have a growth mindset.



Responsibility

We take an active role in making choices and taking actions which lead us towards our goals. We understand we are accountable for our successes and failures. We do what we are expected to do and accept the consequences/results of our actions. We understand the importance of taking care of others and the environment.



Respect

We take care of ourselves, emotionally and physically. We seek to care for others, valuing and honoring individual differences. We take care of our school, home, and environment. We take an active role in making choices and taking actions which lead us towards achieving our educational and personal goals.

Integrity

We act in ways that are consistent with the values, beliefs, and moral principles we claim to hold. We do the right thing, even when no one is watching. We stand up for what we believe in and treat everyone equally and fairly. We are open, honest, and RESPONSIBLE for all of our actions.



Compassion

We care about others, treating them with kindness, and feeling a strong desire to help people in need. We are able to feel or show empathy and understanding for those who are suffering. We can feel other people's pain and struggles as though they are our own.



Learner Profile



Communicator



COMMUNICATORS

We **SHARE** our ideas and **LISTEN** to others.

مُتواصلين
COMMUNICATIFS

Caring



CARING

We show **KINDNESS** and **RESPECT** for others.

مُهتمين
ALTRUISTES

Inquirer



INQUIRERS

We are **CURIOUS**. We ask **QUESTIONS**.

مُتسائلين
CHERCHEURS

Reflective



REFLECTIVE

We **THINK** about our **STRENGTH** and **WEAKNESSES** to grow and improve.

مُتأملين
RÉFLÉCHIS

Principled



PRINCIPLED

We are **HONEST** and **FAIR**; we take responsibility for our actions.

ذوي مبادئ
INTÈGRES

Knowledgeable



KNOWLEDGEABLE

We **KNOW** about and **CONNECT** important ideas.

مُطَّلعين
INFORMÉS

Balanced



BALANCED

We take care of our **BRAINS**, **BODY**, and **HEART** to stay healthy.

مُتوازنين
ÉQUILIBRÉS

Open-minded




OPEN-MINDED

We **RESPECT** other **IDEAS** and **POINTS OF VIEW**.

مُنفتححي العقل
OVERTS D'ESPRIT

Thinker



THINKERS

We **THINK** about different ways to learn and **SOLVE** problems.

مُفكرين
SENSÉS

Courageous



COURAGEOUS

We are **BRAVE** and **TRY** new things.

مُجازئين
AUDACIEUX

Vision

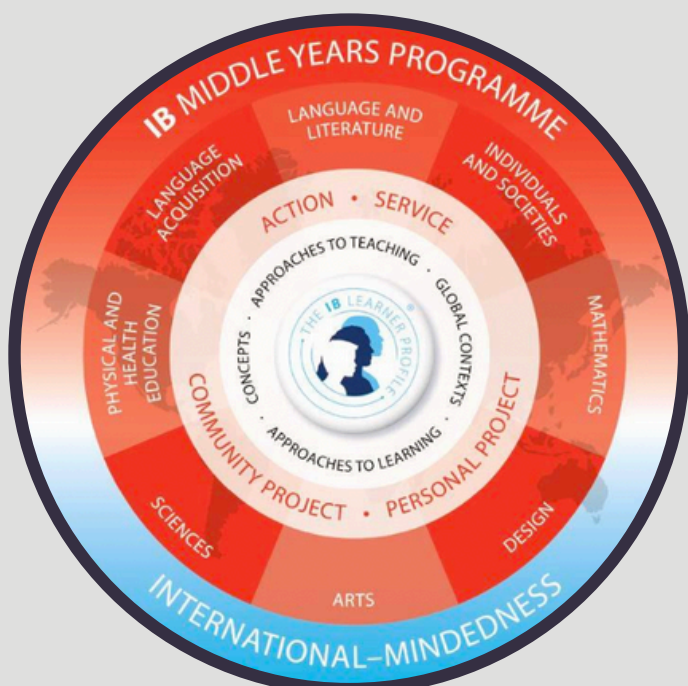
The aim of all our work is to develop internationally minded individuals within our community, who act with integrity, compassion, responsibility, respect, and resilience. Each individual member of our community strives to take action to better our community. We will all work to develop these traits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

The Middle Years Program

The IB's Middle Years Programme (MYP) is a holistic programme with a course of study designed for students aged 11 to 14. At SAS the classes are named MYP1 to MYP3 corresponding to grades 6 to 8 in the American system. The program is based on the belief that students learn best when they are engaged in real-world, inquiry-based learning. The MYP also emphasizes the development of students' critical thinking, problem-solving, and communication skills.

The MYP is accredited by the International Baccalaureate Organization (IBO). To be accredited, schools must meet rigorous standards in terms of their curriculum, teaching practices, and assessment methods.

Schutz American School is proud to offer the IB MYP. We believe that this program provides our students with the skills and knowledge they need to succeed in college and beyond.



The MYP is divided into eight subject areas:

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical Education
- Design

Approaches To Learning Skills



The MYP focuses on “learning how to learn” through the systematic development of Approaches to Learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, information literacy, media literacy, creative and critical thinking, and transfer of learning.

Skills	Subset of Skills
Communication	Intrapersonal and Interpersonal Communication Skills
Social	Collaboration: working effectively with others
Self-Management	Organization: managing time and tasks effectively Affective: managing states of mind Reflection: Considering the process of learning
Research	Information Literacy: Finding, interpreting, judging and creating information Media Literacy: Interacting with media to use and create ideas and information
Thinking	Critical Thinking: Analyzing and Evaluating Issues and Ideas Creative Thinking: Generating novel ideas and considering new perspectives Transfer Skills: Utilizing skills and knowledge in multiple contexts

At each Semester, all Middle School students reflect and self assess their progress towards the Approaches to Learning Skills. In indicators are:

Novice: Observes others performing tasks and using the skill, High levels of scaffolding from teacher needed

Learner: Copies others’ performance of the skill, medium level of scaffolding needed

Practitioner: Can demonstrate the skill on demand, minimal teacher scaffolding required

Expert: Can teach others the skill, no teacher scaffolding required

Subjects Offered



Language and Literature MYP 1-3: English

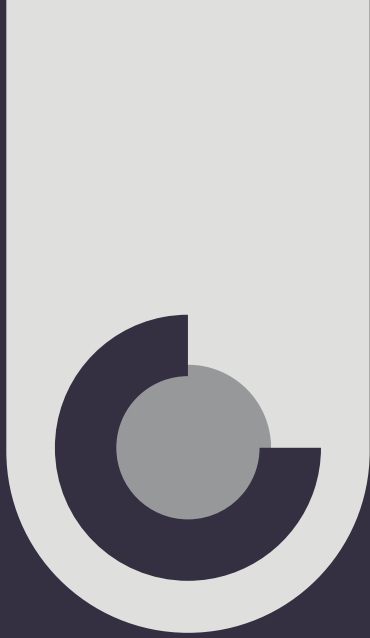
Language is fundamental to learning, thinking, and communicating as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international mindedness, exploring and sustaining personal development and cultural identity and responsibly participating in local, national and global communities.

Language and Literature courses at Schutz equip students with linguistic, analytical, and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains: listening, speaking, reading, writing, viewing, and presenting, both independently and with others. MYP Language and Literature courses include a balanced study of genres and literary texts including a world literature component.

Students' interactions with texts generate moral, social, economic, political, cultural, and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning. Language and Literature builds upon the experiences in language learning that students have gained during their time in the IB Primary Years Programme (PYP). Knowledge, conceptual understanding will have been developed through transdisciplinary units of inquiry or independent language inquiry.

The Aims of MYP Language and Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction;
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts;
- develop critical, creative and personal approaches to studying and analyzing different text types;
- engage with texts from different historical periods and a variety of cultures;
- explore and analyze aspects of personal, host and other cultures through a wide range of texts;
- explore language through a variety of media and modes;
- develop a lifelong interest in reading;
- apply linguistic and literary concepts and skills in a variety of authentic contexts.



Language Acquisition

MYP 1-3: French and Arabic

The principal rationale for learning additional languages is to further intercultural awareness and international mindedness, through the acquisition of the language of a culture and the possibilities to reflect upon and explore cultural perspectives.

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding. The role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship. Language is integral to exploring and sustaining personal development and cultural identity and provides an intellectual framework to support conceptual development. The study of an additional language provides students with the opportunity to: develop insights into the features, processes and craft of language and the concept of culture and realize that there are diverse ways of living, behaving and viewing the world. In Arabic and French Language Acquisition the students also learn about the practical environments in their local community.

The aims of MYP Language Acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting the maintenance of their mother tongue and cultural heritage;
- develop a respect for and understanding of diverse linguistic and cultural heritages;
- develop the communication skills necessary for further language learning and for study, work and leisure in a range of contexts;
- develop multiliteracy skills through the use of a range of learning tools;
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning;
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- Understand the nature of language and the process of language learning;
- gain insight into the cultural characteristics of the communities where the language is spoken;
- gain an awareness and understanding of the perspectives of people from own and other cultures;
- develop curiosity, inquiry and a lifelong interest in and enjoyment of language learning.

Individuals and Society

MYP 1-3: Integrated Humanities

Individuals and Society encourages learners to respect and understand the world around them and equips them with a skill base appropriate for a learner in the 21st century. Individuals and Society at Schutz involves inquiring into historical, contemporary, geographical, political, social, economic, religious, technological, and cultural contexts that influence and have an impact on individuals, societies, and environments. This encourages learners, both students and teachers to consider varied local and global contexts. In these courses, students collect, describe, and analyze data used in studies of societies, test hypotheses and learn to interpret complex information including original source material.

The aims of MYP Individuals and Society are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity;
- understand the interactions and interdependence of individuals, societies and the environment;
- understand how both the environment and human systems operate and evolve;
- identify and develop concern for the well-being of human communities and the natural environment;
- act as responsible citizens of local and global communities;
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Sciences

MYP 1-3: Integrated Sciences

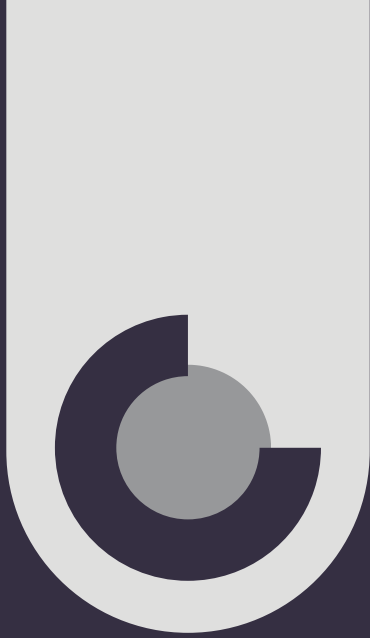
With inquiry at the core, MYP Integrated Science aims to guide students to investigate issues independently and collaboratively through research, observation, and experimentation. Throughout the science programme, students are provided with opportunities to show their understanding of the main concepts and processes of science by applying these to solve problems in familiar and unfamiliar situations. As they investigate real examples of science applications, students discover the tensions between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain strong ethical reasoning skills, and further develop their sense of responsibility as members of local and global communities.

The Aims of MYP Integrated Science are to encourage and enable students to:

- understand and appreciate science and its implications;
- consider science as a human endeavor with benefits and limitations;
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments;
- develop skills to design and perform investigations, evaluate evidence and reach conclusions;
- build an awareness of the need to effectively collaborate and communicate;
- apply language skills and knowledge in a variety of real-life contexts;
- develop sensitivity towards the living and non-living environments;
- reflect on learning experiences and make informed choices.





Mathematics

MYP 1-3: Mathematics

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract, and critical thinking. MYP Mathematics at Schutz promotes both inquiry and application, helping students to develop problem solving techniques that transcend the discipline and are useful in the world outside school.

MYP Mathematics is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Throughout the programme students develop procedural fluency, conceptual understanding, communication skills and understanding and skills in real life applications. MYP Mathematics at Schutz aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics as well as to prepare them to effectively use mathematics in problem solving and decision making in everyday life.

The Aims of MYP Mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power;
- develop an understanding of the principles and nature of mathematics;
- communicate clearly and confidently in a variety of contexts;
- develop logical, critical and creative thinking;
- develop confidence, perseverance and independence in mathematical thinking and problem solving;
- develop powers of generalization and abstraction;
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future development;
- appreciate how developments in technology and mathematics have influenced each other;
- the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics;
- the international dimension in mathematics and the contribution of mathematics to other areas of knowledge;
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics;
- develop the ability to reflect critically upon their own work and the work of others.

Physical Education

MYP 1-3: PHE

MYP Physical and Health Education (PHE) aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, at Schutz, PHE courses foster the development - whole world of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.



Throughout the three years of the MYP, students develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn encourages choices that will contribute to long-term healthy living. PHE will bring the unique perspective of learning through the physical, which can greatly contribute to students' approaches to learning (ATL) skills and is transferable across other subject groups.

The aims of MYP Physical and Health Education are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity;
- understand the interactions and interdependence of individuals, societies and the environment;
- understand how both the environment and human systems operate and evolve;
- identify and develop concern for the well-being of human communities and the natural environment;
- act as responsible citizens of local and global communities;
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Design

MYP 1-3: Digital Design

Design and the resulting development of new technologies have given rise to profound changes in society, transforming how we access and process information, adapt to our environment, communicate with others, solve problems, work and live. MYP Design at Schutz challenges students to apply practical and creative thinking skills to solve design problems, encouraging students to explore the role of Design in historical and contemporary contexts. It also raises students' awareness of their responsibilities when making design decisions and taking action. Schutz's holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century.

The aims of MYP Design are to encourage and enable students to:

- enjoy the design process and develop an appreciation of its elegance and power;
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle;
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions and to solve problems;
- develop an appreciation of the impact of design innovations for life, global society and environments;
- appreciate the past, present and emerging design within cultural, political, social, historical and environmental contexts;
- develop respect for others' viewpoints and appreciate alternative solutions to problems;
- act with integrity and honesty and take responsibility for their own actions, developing effective working practices.



Arts

MYP 1-3: Music, Theatre, Visual Arts, Media

The Arts is a universal form of human expression that engages us in affective, imaginative, and productive activity. Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience, and adaptability. In the MYP, the Arts challenge students to consider authentic issues and develop their skills beyond superficiality and imitation. Students are provided with opportunities to function as artists as well as learners of the arts. To be an artist one must be curious, and by developing curiosity about themselves and others in the world, students become effective learners, inquirers, and creative problem solvers.

In MYP Arts, students are guided to create, perform, and present art in ways that engage and convey their own feelings, experiences and ideas. Ongoing reflection, along with self-evaluation and peer evaluation, allows students to identify their progress and organize their learning for themselves. MYP Arts value the process of creating the artwork as much as the finished product; the two elements combined tell us what students have experienced, learned, and attempted to convey. In this way, the educational value of any artwork is seen by placing it within the context of its creation.

Involvement with the Arts can contribute to an inquiring and empathetic world view, stimulate imaginations, challenge perceptions, develop thinking and analytical skills, enrich emotional cultural and spiritual lives, uplift and entertain; this is the goal of MYP Arts.

The aims of MYP Arts are to encourage and enable students to:

- create and present art;
- develop skills specific to the discipline;
- engage in a process of creative exploration and (self) discovery;
- make purposeful connections between investigation and practice;
- understand the relationship between art and its contexts;
- respond to and reflect on art;
- deepen their understanding of art.



Interdisciplinary Units

One of the key features of the MYP is its emphasis on interdisciplinary teaching and learning. Teachers will create unit plans that draw on knowledge from multiple subjects, rather than teaching each subject in isolation. Interdisciplinary units help students to see the connections between different subjects. For example, a unit on climate change might involve learning about science, history, and economics. This helps students to understand how climate change is a complex issue that has to be addressed from multiple perspectives. Engaging in concepts from multiple perspectives allows students to develop critical thinking skills. Additionally the product/project focus allows students to develop their creativity and innovation. When students are given the opportunity to explore different ideas and perspectives, they are more likely to come up with new and original solutions to problems.

The aims of the teaching and study of MYP interdisciplinary units are to encourage students to:

- develop, analyse and synthesize knowledge from different disciplines to generate deeper understanding
- explore (and integrate) different and diverse perspectives through inquiry
- reflect on the unique ways interdisciplinary learning allows us to communicate and act.

Objective	To address real-world and contextual issues and ideas, students will:
Evaluate	<ul style="list-style-type: none"> • analyse disciplinary knowledge • evaluate the interdisciplinary perspectives.
Synthesize	<ul style="list-style-type: none"> • create a product that communicates a purposeful interdisciplinary understanding • justify how their product communicates interdisciplinary understanding.
Reflect	<ul style="list-style-type: none"> • discuss the development of their own interdisciplinary learning • discuss how new interdisciplinary understanding enables action.

Schutz Support Services



English as an Additional Language

Schutz American School is an English language school and all instruction is completed in English. Students with little to no English language skills will receive additional support to bring their skills up, to ensure full benefits of our academic program. Students in Middle and High School need to have a solid understanding of spoken and written English to participate and benefit from our academic program. Candidates must demonstrate increasing levels of English language proficiency, as determined by an English language assessment administered by SAS.



Student Support Services

Tiered Levels of Support are provided to students within each division. Learning support (Tier 2 or 3) is provided to students with a range of needs—from below grade level expectations to diagnosed disabilities. Students receiving learning support services may receive interventions in reading, writing, math, content specific and/or in social/emotional skills. The amount of time a student receives support varies per division and level of need. All involve collaboration and problem solving between the SST and classroom teachers.



Advisory

The advisory program is a small group setting where students meet with their advisor for 35 minutes each day. The advisor is a trusted adult who provides academic and social-emotional support to the students in their advisory group. The goals of the advisory program are to:

- Build relationships between students and their advisor
- Promote social-emotional learning
- Provide support for academic success
- Foster a sense of community

Service Learning

The service learning program at Schutz Middle School is an important part of our school's mission to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world. By providing students with opportunities to learn and grow through service to others, we are helping them to develop the skills and knowledge they need to be successful in school and in life. The program is based on the Katheryn Berger Kay Service as Action Cycle, which has four phases:

1. Investigate: Students learn about a community need and identify a way to address it.
2. Preparation: Students develop a plan for their service project, including goals, objectives, and timeline.
3. Action: Students implement their service project and reflect on their experiences.
4. Demonstration: Students share their learnings and service opportunities.

The service learning program at Schutz Middle School is embedded within the curriculum and beyond through the following opportunities:

- Week without Walls: Each year, students participate in a week-long service learning experience that takes them outside of the classroom and into the community.
- Interdisciplinary Units: Students integrate service learning into their academic coursework.



Community Project

The Community Project is a requirement for all MYP Year 3 students at Schutz American School. It is designed to give students the opportunity to explore their rights and responsibilities to implement service as action in the community. Students may complete the community project individually or in small groups.

The Community Project must meet the following criteria:

- It must be related to a real-world issue that affects the local community;
- It must be sustained over a period of time, typically 10-12 weeks;
- It must involve active participation by the students;
- It must be documented in a reflective portfolio.

The Community Project can be on any topic that the student is interested in, as long as it meets the above criteria. Some examples of possible topics include:

- Working with a local food bank to pack and distribute food to families in need;
- Volunteering at an animal shelter to care for animals;
- Tutoring younger students at a local elementary school;
- Cleaning up a local park or waterway.

The Community Project is an important part of the MYP curriculum. It gives students the opportunity to learn about the community, to develop their problem-solving skills, and to make a difference in the world.

Assessment



Formative versus Summative Assessment: Formative assessments are those assignments which are for practice, where students are given feedback. These formative assessments are the building blocks and practice steps for Summative Assessments, which are formal and graded assignments. To use a sporting metaphor, going to practice and getting feedback from your coach is similar to formative assessments. Tournaments and games are the summative assessments where your skills are tested.

In assessing MYP students, Schutz uses the set of criteria common to IB schools worldwide. Each subject is graded according to four criteria on a scale of 1-8. Please see below for the complete list of the criteria used for each subject.


	Criterion A	Criterion B	Criterion C	Criterion D
Lang. Acquisition (Arabic/French)	Listening	Reading	Speaking	Writing
Lang. and Lit.	Analyzing	Organizing	Producing Text	Using Language
Ind. & Societies	Knowing & Understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing & Understanding	Inquiring & designing	Processing & Evaluating	Reflecting on the impact of science
Maths	Knowing & Understanding	Investigating Patterns	Communicating	Applying Math in real-life contexts
Arts (Visual Art, Music, Drama)	Knowing & Understanding	Developing Skills	Thinking creatively	Responding
Physical Health and Education	Knowing & Understanding	Planning for performance	Applying & performing	Reflecting & improving performing
Design	Inquiring & Analyzing	Developing Ideas	Creating a solution	Evaluating

[Link to Parent Informational Video on Assessment in the MYP.](#)

Assessment



During the semester, students will be given tasks and assignments, which are assessed according to one or more of these criteria (more complex tasks will involve more criteria). At reporting time (twice a year), teachers will select a cumulative grade for each criterion based on previous work. The grades for each of these criteria are then added up (for a maximum possible of 32) and converted to a final IB subject grade of 1-7 using the following scale.



Criteria A: 5 Criteria B: 4 Criteria C: 2 Criteria D: 6

BOUNDARY GRADE	IB GRADE	SCHUTZ LETTER GRADE (LOCAL GRADE)
28-32	7	A+
24-27	6	A
19-23	5	B+
15-18	4	B
10-14	3	C
6-9	2	D
0-5	1	F

[Link to Parent Informational Video on Assessment in the MYP.](#)

Assessment

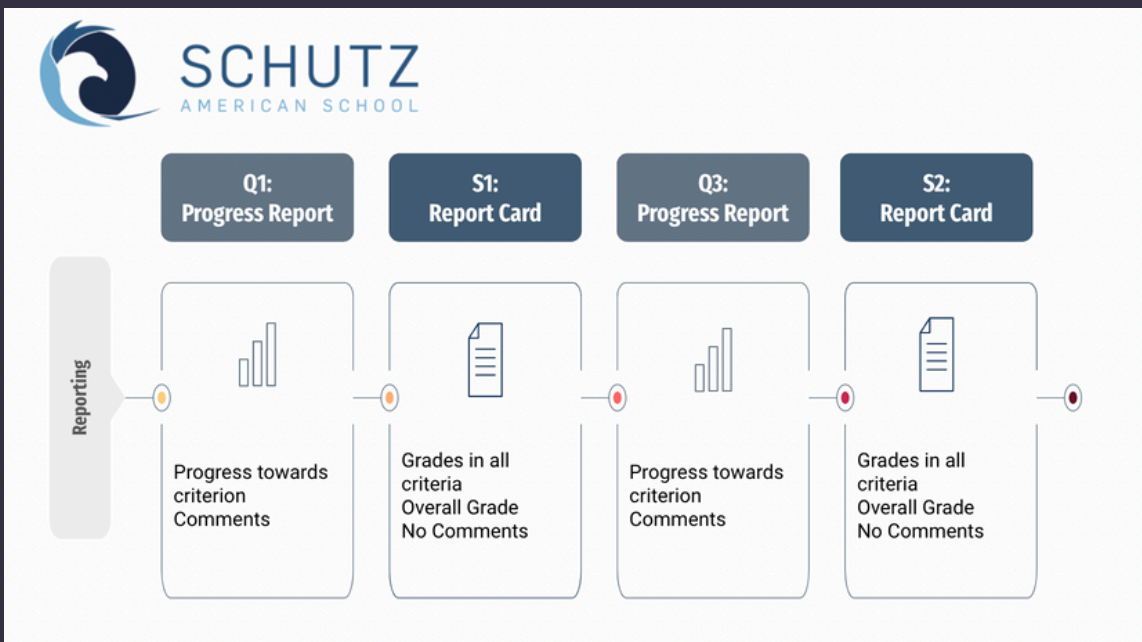
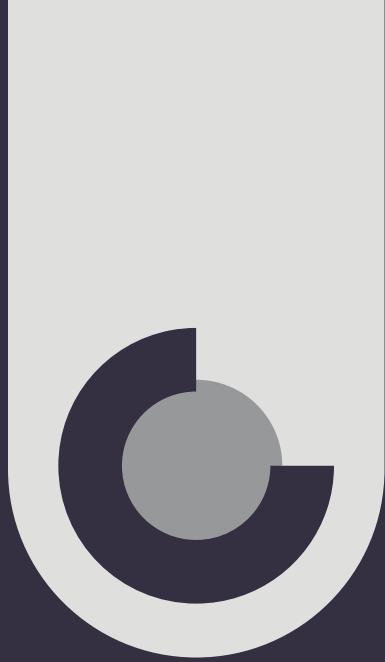
Reporting Periods:


Quarter One: Progress Report

Semester One: First Semester

Quarter Three: Progress Report

Semester Two: End of Year Final Report





SCHUTZ AMERICAN SCHOOL

Q1 Progress Report: First Glance

Reporting Progress

G6 Math Andrew Wood, Suzanne Smith

MYP Assessment Criteria	Achievement Level	Maximum
A: Knowing and understanding		
■■■■■ able to: i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	5	8
B: Investigating patterns		
■■■■■ able to: i. apply mathematical problem-solving techniques to recognize patterns ii. suggest how these patterns work.	4	8
C: Communicating		
■■■■■ able to: i. use limited mathematical language ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to understand.	2	8
D: Applying mathematics in real-life contexts		
Not Yet Assessed.	N/A	8
Totals:	N/A	32

[Link to Parent Informational Video on Assessment in the MYP.](#)



Parent Communication

MANAGEBAC

ManageBac is Schutz's chosen online platform for curriculum planning, assessment, and reporting as well as communication between Schutz parents and students.

TRACKING STUDENT PERFORMANCE

During the school year, parents can continuously follow the planned school experiences on ManageBac as well as see the weekly calendar, assignments due, and the student's grades for the different assignments.

The calendar, including upcoming assignments, can be found in the 'Calendar' tab on the left, which also will show the student's attendance and enable parents to send messages to the classroom teacher and homeroom advisor.

ManageBac reflects a dynamic school life and changes will occur over the course of the year, so please check it regularly. At the start of the year information is mainly about events; homework and assignments will be added continuously throughout the year.

The screenshot displays the ManageBac interface for a student named Kya Shockley. The dashboard includes a navigation menu on the left with 'Dashboard' highlighted. The main content area shows a 'Next 2 Weeks' calendar, a 'Classes' section for 'IB MYP G7 Language and Literature', and a 'Homeroom Attendance' section with a circular progress indicator showing 2/3 Present. A 'Key Contacts' section lists Adam Grunzke, Craig Shockley, and Junlah Madalinski. Red annotations highlight the 'Dashboard' menu item, the 'Calendar' tab, the 'Attendance' progress indicator, and the 'Key Contacts' list.



Schutz Quick Contacts

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