

مدارس
مصر
للغات



MISR
LANGUAGE
SCHOOLS



MLS Student / Parent Handbook
International Baccalaureate
Diploma Program

(2025-2027)

Acknowledgement

MLS is a Candidate School* for the Diploma Program. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that MLS believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org

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MLS Vision

MLS strives to create a supportive, co-operative and committed school community that works together to empower students with the motivation to learn, to develop their talents and acquire the qualities and skills necessary to become capable, productive and confident members of society.

The school is committed to developing within all learners a sense of responsibility for themselves, their nation, and the world in which they live. Through its diverse programs, MLS provides a variety of enriching experiences which encourage life-long learning, self-realization and occupational success.

MLS Mission

At MLS (Misr Language Schools), our mission is to cultivate responsible, empathetic, and disciplined young minds, preparing them to thrive in an interconnected world and become proactive contributors to humanity and the globe. Valuing compassion, care, diversity, growth mindset, and intercultural understanding, we provide a safe and supportive learning environment that fosters curiosity, creativity, and collaboration. We believe in the unique potential of each learner to achieve excellence and make a positive impact. Inspired to pursue their passions, explore their interests, and discover their talents, MLS learners are empowered with the skills and attributes to act, express their opinions, and respect others. Through MLS's diverse educational programs (National, British, American, and French Divisions) offering our learners a variety learning experiences, we promote lifelong learning, self-realization, and prosperous futures for our learners. Exposing them to diverse perspectives, cultures, and languages, we foster global citizenship and social responsibility.

In summary, MLS is dedicated to nurturing responsible, empathetic, and disciplined individuals who are equipped to excel in an interconnected world. We provide a safe and supportive learning environment that encourages curiosity, creativity, and collaboration, empowering learners to make a positive impact on humanity and the globe.

History

Heritage and beloved Founder

Misr Language Schools (MLS) was inaugurated in the mid 80's by [Mrs. Magda Moussa](#) in collaboration with [Dr. Ismail Othman](#). The school premises covers an area of 6 acres and is located next to the great Pyramids of Giza. Now headed by Mrs. Shahinaz, MLS facilities have expanded to include many gardens, playgrounds, five main campuses in addition to a renovated state of the art sport facilities.

Divisions



National
The National Division was established in 1985 under the authorization of Egyptian Ministry of Education



British
The British division was established in 2007 under the authorization of Cambridge, edexcel and Oxford.



American
The American division was established in 1999 under the authorization of Cognia previously (AdvanceED) (Cognia)



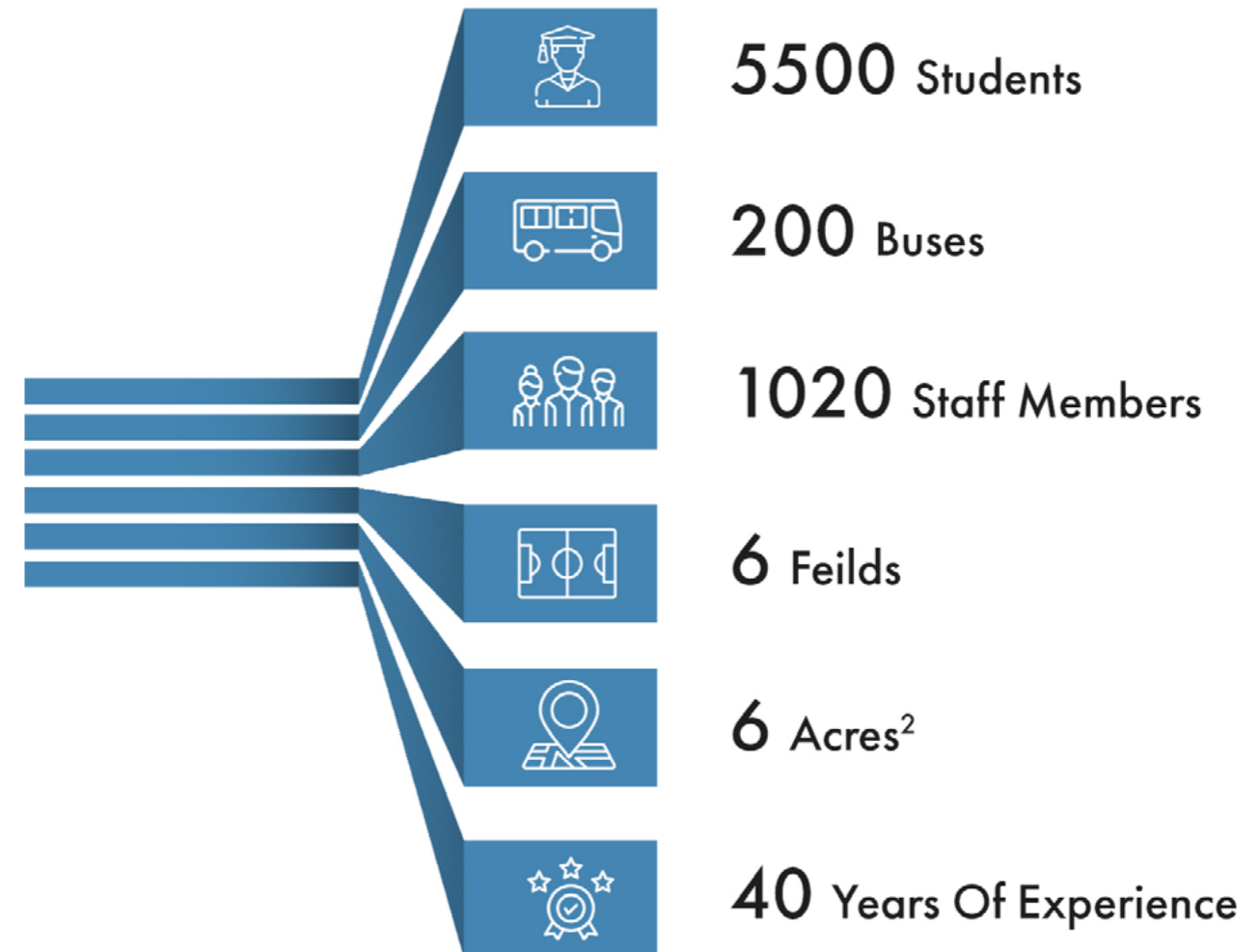
French
The French Division (lycee Francais) was Established in 2002 under the authorization of La Mission Laique



IBDP

These are schools that share a common philosophy—a commitment to high quality, challenging, international education that MLS believes is important for our students.

Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit www.ibo.org



Message from the Director of Schools

On behalf of the entire staff, I would like to welcome you to the Misr Language School (MLS).

We at MLS understand that selecting a school for your children can be a difficult decision. This is one of the most important journeys that your child will take, and we are here to support you every step of the way.

Against the backdrop of the ancient pyramids of Egypt, our school prides itself in enhancing the ability of our students to embrace their heritage, strengthen their identity and build a deep sense of commitment to our country, its history and traditions.

Our vision for educational excellence is one where professional and inspiring educators nurture the talents of our students, enabling them to achieve their full potential and pursue their chosen pathway.

We believe in cultivating an environment that allows students to develop an innate passion for learning, driven by active and creative education that provides young people with the confidence, competence and motivation to achieve their greatest aspirations.

In this context, MLS provide students with a wide range of learning experiences and opportunities. Every MLS Division provides its learners with a rigorous, coherent and internationally rated standards-based curriculum. We also focus on including in our teaching programs important skills, such as communication, creative thinking, organization, leadership and collaboration.

MLS supports children who need additional help through special programs developed and managed by dedicated professionals and experts. We believe in empowering all our students to aspire to be active participants and leaders– whether it be through academics, sport, arts or community development.

MLS community is comprised of students that are challenged, valued and respected on a daily basis, supportive families devoted to the well-being of their children and professional staff members dedicated to ensuring our students learn at the highest levels. At MLS we are also very proud of the many achievements of our Alumni, hundreds of brilliant young minds affecting positive change in their communities.

Join us at MLS as we move forward together, building the capacity of young people to be the best leaders and teachers of tomorrow.

Shahinaz Shehata
Director of Schools - Misr Language Schools

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Authorization & Recognition

Only schools officially authorized by the IB may offer the Diploma Programme and register candidates for an IB examination session. There are over 2,450 IB World Schools offering the Diploma Programme in more than 140 countries.

The IB has shown that students are well prepared for university work and the Diploma Programme has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities.

The IBO Learner Profile

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.



Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



Balanced

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.



Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

What is the Diploma Program?

The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program, has gained recognition and respect from the world's leading universities.

The Diploma Program prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically
- Acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- Develop the skills and a positive attitude toward learning that will prepare them for higher education
- Study at least two languages and increase understanding of cultures, including their own
- Make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- Enhance their personal and interpersonal development through creativity, action and service

For more information

www.ibo.org/programmes/diploma-programme/

The curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). This is illustrated by the following Diploma Programme model.



Students' study load comprises of:

- Three of the six subjects are studied at Higher Level (Courses representing 240 teaching hours)
- The remaining three subjects are studied at Standard Level (Courses representing 150 teaching hours).

The International Baccalaureate has set very clear guidelines and regulations that students must achieve to receive the Diploma qualification.

International Baccalaureate Diploma Regulations

A student must engage in the full program of subjects from each of the six (6) groups. IB does allow some specific variations. A student must also complete requirements of:

1. CAS – Creativity, Activity, Service
2. EE – Extended Essay
3. TOK – Theory of Knowledge

Higher / Standard Level Subjects

- Of the six subjects studied, a minimum of three (3) must be studied at Higher Level and the remainder at Standard Level. A maximum of four (4) can be taken at Higher Level.

The difference in Higher / Standard Level is the number of teaching hours:

- Higher Level – 240 hours per course
- Standard Level – 150 hours per course
- Different Subject courses differentiate between the HL / SL in different ways to achieve this. Examples include:
 - A. Core standard course in both with additional topics in HL.
 - B. The same topics in each but covered to a different depth.
 - C. Differing assessment requirements.

Subject Gradings

- Achievement in each subject is rated from 1 to 7.

*IB 7-point scale

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

- HL / SL subjects are treated the same in the contribution to the total diploma score.
- A maximum score of 45 can be achieved in a diploma.

Achieving the Diploma

A diploma will be awarded to a candidate subject to the conditions below.

1. CAS requirements have been satisfied.
2. Candidate's total points are at least 24.
3. An N has not been given for Theory of Knowledge, Extended Essay or for a contributing subject.
4. No grade of E has been awarded for one or both of Theory of Knowledge and the Extended Essay.
5. No grade of 1 awarded in any subject / level.
6. Grade of 2 has been awarded less than three (3) times (HL or SL).
7. Grade of 3 or below has been awarded less than four (4) times (HL or SL).
8. Candidate has gained at least 12 points on HL subjects (for candidates who register for four (4) HL subjects, the three (3) highest grades count).
9. Candidate has gained at least 9 points on SL subjects (candidates who register for two (2) SL subjects must gain at least 5 points at SL).

Theory of Knowledge / Extended Essay Matrix

	TOK-A	TOK-B	TOK-C	TOK-D	TOK-E
EE-A	3	3	2	2	FAILING CONDITION
EE-B	3	2	2	1	
EE-C	2	2	1	0	
EE-D	2	1	0	0	
EE-E	FAILING CONDITION				

A grade of E in EITHER Extended Essay OR Theory of Knowledge is a failing condition and therefore the student will not be awarded the IB Diploma.

Assessment

Internal and External Assessment

DP assessment is not only an exam-based program. Each subject also has a coursework component referred to as the Internal Assessment. The Internal Assessment is graded or marked by the school subject teacher, then a sample is submitted to an external IB-appointed examiner. If necessary, the marks will be adjusted to reflect the international marking standard. This process is known as moderation.

Internal Assessment can account for %60-20 of the final DP mark, depending on the subject.

External Assessment includes the May examinations along with coursework in a few subjects. The IB appoints external examiners who mark these. Their marking is also subjected to moderation, and this is part of the reason why IB results carry worldwide recognition.

Internal Assessment Procedures

- An Internal Assessment Calendar outlining the due dates of various parts of the assessment is shared with students and parents.
- Missed deadlines will impact the assignment completion grade on the school portal.
- Students who have consistent missed deadlines will be subject to administration review of their position in the IB and other consequences.

Internal Assessment Calendar

2025-2026 Calendar (Y1)

	W1 (1-4/9)	W2 (7-11/9)	W3 (14-18)	W4 (21-25/9)	
Sep.			TOK Introducing IA		
	W5 (28/9-2/10)	W6 (5-9/10)	W7 (12-16/10)	W8 (19-23/10)	(26-30/10)
Oct.	Sciences Introducing IA	5 Eco Introduce IA (Unit 2: Microeconomics)	Mid-semester Exams		
Nov.	W9 (2-6/11)	W10 (9-13/11)	W11 (16-20/11)	W12 (23-27/11)	
	EE Proposals				
Dec.	W13 (30/11-4/12)	W14 (7-11/12)	W15 (14-18/12)	(21-25/12)	(28-31/12)
		Semester 1 Exams	EE First Interviews		
Jan.	(4-8/1)	W16 (11-15/1)	W17 (18-22/1)	W18 (25-29/1)	
		Eco IA (Unit 2: Microeconomics) First Draft		L&P Introduce AI (Transformation)	
Feb.	W19 (1-5/2)	W20 (8-12/2)	W21 (15-19/2)	W22 (22-26/2)	
	BM Introduce IA	Eco IA (Unit 2: Microeconomics) Submission Due Date		Mid-semester 2 Exams	
March	W23 (1-5/3)	W24 (8-12/3)	W25 (15-19/3)	(22-26/3)	
	Eco Introduce IA (Unit 3: Macroeconomics)				
Apr.	W26 (29/3-2/4)	W27 (5-9/4)	(12-16/4)	W28 (19-23/4)	W29 (26-30/4)
	History Introduce IA	L&P Live Performance Due Date		19 Eco IA (Unit 3: Macroeconomics) First Draft	Sciences IA Submission of Proposals
		TOK IA Submission of Proposals			L&P IA Oral
May.	W30 (3-7/5)	W31 (10-14/5)	W32 (17-21/5)	(24-28/5)	
	History IA First Draft	TOK Submission of Exhibition Materials for Feedback	Semester 2 Exams		
		EE Presenting Preliminary Writing			
June	W33 (31/5-4/6)	W34 (7-11/6)			
	Eco IA (Unit 3: Macroeconomics) Submission Due Date	TOK Exhibition			

2026-2027 Calendar (Y2)

	W1 (1-3/9)	W2 (6-10/9)	W3 (13-17/9)	W4 (20-24/9)	W5 (27/9-1/10)
Sep.			EE First Draft		Math IA Introduce Exploration
	W6 (4-8/10)	W7 (11-15/10)	W8 (18-22/10)	(25-29/10)	
Oct.	Biology IA First Draft	Mid-semester 1 Exams	<ul style="list-style-type: none"> L&L IA Oral Presentation Practice Math IA First Draft 		
			EE Interim Interviews		
Nov.	W9 (1-5/11)	W10 (8-12/11)	W11 (15-19/11)	W12 (22-26/11)	W13 (29/11-3/12)
	BM IA First Draft	History IA Submission Due Date	EE Submission Due Date + Viva Voce	Physics First IA Draft	Chemistry IA First Draft
		TOK Introduce Essay	Eco Introduce IA (Unit 4: Global Economy)		TOK Submission of Essay Proposals/ L&L Introduce IA Oral
Dec.	W14 (6-10/12)	W15 (13-17/12)	(20-24/12)	(27-31/12)	
	Semester 1 Exams	Math IA Submission Due Date			
		Introduce Spanish IA Oral			
Jan.	(3-7/1)	W16 (10-14/1)	W17 (17-21/1)	W18 (24-28/1)	W19 (31/1-4/2)
		TOK Essay First Draft	Biology IA Submission Due Date	Physics IA Submission Due Date	BM IA Submission Due Date
		L&L IA Oral Consultation			
Feb.	W20 (7-11/2)	W21 (14-18/2)	W22 (21-25/2)	W23 (28/2-4/3)	
	Eco IA (Unit 4: Global Economy) First Draft	Chemistry IA Submission Due Date	Eco IA (Unit 4: Global Economy) Submission Due Date	TOK Essay Submission Due Date	
	L&L IA Oral Presentation Practice				
March	(7-11/3)	W24 (14-18/3)	W25 (21/3-25/3)	W26 (28/3-1/4)	
		L&L IA Final Oral Presentations Due Date	Spanish IA Oral Due Date	Mock Exams	
Apr.	W27 (4-8/4)	W28 (11-15/4)			
	Mock Exams				

Egyptian Universities Admission Requirements for IBDP Students

- The Tanseeq Bureau only accepts original transcripts and diplomas which must have been ratified by the IB governing body in Geneva and legalized by the Egyptian Embassy in Switzerland.
 - The student must successfully complete the IB Diploma's six required subjects.
 - English Language must be among the six subjects.
 - The student must successfully complete at least three advanced-level courses of the IB curriculum.
 - Within the Languages Groups (A or B), Arabic Language may be counted among the diploma's six required subjects (with adherence to the regulations of the Ministry of Education in this regard).
- The student must complete the below additional requirements:
 1. Presenting an Extended Essay
 2. Completing the Theory of Knowledge course of the IB Diploma
 3. Passing the Creativity, Activity and Service core

Qualifying Subjects

1. Scientific Faculties

Holders of the IB Diploma must successfully complete high level IB courses in Chemistry and Biology if they seek to enroll at the below faculties in Egyptian universities:

- Medicine
- Dentistry
- Pharmacy
- Nursing
- Veterinary Medicine
- Physiotherapy

2. Mathematical Faculties

Holders of the IB Diploma must successfully complete high level IB courses in Math and Physics if they seek to enroll at the below faculties in Egyptian universities:

- Engineering
- Computer Science
- Urban Planning
- Fine Arts (Architecture)

Conversion for Enrollment in Egyptian Universities (Score-to-Percentage)

Score (including bonus points)	Percentage	Score (including bonus points)	Percentage
24 (Minimum score)	75.70%	35	95.55%
25	78.10%	36	96.55%
26	80.40%	37	97.40%
27	82.55%	38	98.15%
28	84.70%	39	98.70%
29	86.65%	40	99.15%
30	88.55%	41	99.45%
31	90.25%	42	99.70%
32	91.80%	43	99.80%
33	93.15%	44	99.90%
34	94.45%	45 (maximum score)	99.95%

IB Core

IB Diploma candidates must successfully complete all three core requirements.

- Creativity, Activity, Service (CAS)
- Extended Essay (EE)
- Theory of Knowledge (TOK)

While CAS achievement is monitored, a final grade is not awarded. EE and TOK receive grades from A to E.

The award of three (3) possible bonus points is determined by the intersection of EE grades and TOK grades on a matrix. For example, the attainment of "A" grades in both EE and TOK, would result in the award of the full extra three points. See the Core Requirement Matrix above.

1. Theory of Knowledge

It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

How is TOK structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of TOK

The TOK course is assessed through an exhibition and a 1,600 word essay.

The exhibition requires the students to create an exhibition of three objects that explores how TOK manifests in the world around us.

The essay focuses on a conceptual issue in TOK. For example, it may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

2. Extended Essay

It is an independent piece of research, culminating with a 4,000-word paper.

What is the significance of the extended essay?

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge.

How is study of the extended essay structured?

Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is usually a teacher at the school. Students are required to have three mandatory reflection sessions with their supervisors. The final session, a concluding interview, is also known as viva voce. The extended essay and reflection sessions can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.

How is the extended essay assessed?

All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 34.

The score a student receives relates to a band. The bands are:

- A – work of an excellent standard.
- B – work of a good standard.
- C – work of a satisfactory standard.
- D – work of a mediocre standard.
- E – work of an elementary standard.

3. CAS

Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies.

It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS.

How is CAS structured?

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- Creativity – arts, and other experiences that involve creative thinking.
- Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS project. The project challenges students to:

- show initiative
- demonstrate perseverance
- develop skills such as collaboration, problem solving and decision making.

What is the significance of CAS?

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP.

IB guidance on CAS

A good CAS programme should be both challenging and enjoyable – a personal journey of self-discovery. Each student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

CAS requires students to take part in a range of experiences and at least one project. These should involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

We don't prescribe specific projects or activities to students. All students should be involved in activities they've initiated themselves. IB World Schools will then suggest particular projects.

Example of a creativity project

For a creativity project, a talented musician could learn a particularly difficult piece, or a different style of playing.

Example of an activity project

Activity projects do not have to be sports-related or competitive. A valuable activity project could help a student overcome a personal fear, such as rock climbing.

Example of a service project

Service projects must be beneficial for the community as well as providing a learning opportunity for the student.

The CAS project can address any single strand of CAS, or combine two or all three strands of creativity, activity and service.

MLS Diploma Courses by Subject Group

Group 1: Studies In Language And Literature

1. Language A: Language and Literature (English) (Higher & Standard Levels)

Language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non literary text-types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. This course is available for study in 17 languages.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

2. Literature and Performance (Standard Level)

The literature and performance course aims to explore the relationship between literature and theatre. The focus of the course is the interaction between the literary skills of close reading, critical writing and discussion and the practical, aesthetic and symbolic elements of performance. The course is organized into three parts, each focussed on a different aspect of literature and performance. Together, the three parts of the course cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students engage with a wide variety of textual genres to explore the concept of transformation, examining the ways in which the contexts of production and reception shape meaning.

Group 2: Language Acquisition (B and ab initio)

LANGUAGE ab initio [beginner] (Standard level) (Spanish)

The language ab initio course is a language acquisition course for students with no prior experience of the target language, or for those students with very limited previous experience. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The language ab initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. The language ab initio syllabus prescribes four topics for each of the five prescribed themes for a total of 20 topics that must be addressed in the language ab initio course.

Group 3: Individuals & Societies

1. HISTORY (Higher & Standard Levels)

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.

2. ECONOMICS (Higher & Standard Levels)

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The DP economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices using models and theories. The DP economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of six real-world issues.

As economic growth and increased efficiency become prominent goals, two other important global economic issues related to these goals are; the ways in which economic activity impacts the environment, and the challenges facing the world in terms of fair access to resources, goods and services. When exploring these significant global issues, sustainability and equity become key concepts for DP economic students to understand.

Given the rapidly changing world, economic activity and its outcomes are constantly in flux. Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.

2. BUSINESS & MANAGEMENT (Higher & Standard Level)

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course.

Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Group 4: Sciences

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and databases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

Through studying a science subject students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the "Nature of Science" this knowledge and skills will be put into the context of way science and scientists work in the 21st century and the ethical debates and limitations of creative scientific endeavour.

1. BIOLOGY (Higher & Standard Levels)

Biologists investigate the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century.

2. CHEMISTRY (Higher & Standard Levels)

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

3. PHYSICS (Higher & Standard Levels)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Group 5: Mathematics

MATHEMATICS: ANALYSIS AND APPROACHES (Higher & Standard Levels)

Mathematics: Analysis and Approaches is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. You will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. This course is for students who enjoy the thrill of mathematical problem solving and generalization.

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course such as functions, trigonometry, and calculus, as well as topics that are amenable to investigation, conjecture and proof such as the study of sequences and proof by induction. This course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, there is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

DB Subject Choices

Diploma courses are all 2-year courses, so it is important that you think through your choices. You can talk to teachers, current students, your parents and the Diploma Program Coordinator, but remember the final decision must be yours. Ideally, your Higher-level subjects should be those for which you have a high level of competence and interest; your current teacher will make recommendations regarding academic competence. You should review the course descriptions in this handbook carefully, watch the videos on the website and consult the timetable categories to determine which courses may conflict with one another. Since universities often have specific course requirements for certain majors, you should consider your future goals as you plan your program. Finally, this may be your last opportunity to take courses in certain subject areas so we encourage you to branch out and explore all the academic courses on offer.

University Recognition of IB Diploma

Students who obtain minimum grades for selected IB subjects will be eligible for Advanced Standing recognition to access subject credits at university. Australian and international universities all have individual arrangements regarding IB recognition. Please refer to each university for their arrangements or review arrangements summaries on the IBO website.

International Baccalaureate Recognition

For information about IB Recognition refer to: recognition.ibo.org/en-US/

The School Day

Timetable

This is a sample student schedule.

	1 8:00 - 9:00	2 9:00 - 10:00	3 10:00 - 11:00	Break 11:00- 11:30	4 11:30-12:30	5 12:30-1:30	6 1:30-2:30	7 2:30-3:15
Sun	Literature & Performance SL	Math A&A SL	Hist. HL		Bio. HL	Chem. HL	Spanish Ab initio SL	
Mon	Math A&A SL	Hist. HL	Bio. HL		Chem. HL	Spanish Ab initio SL	Literature & Performance SL	
Tues	Hist. HL	Bio. HL	Chem. HL		Spanish Ab initio SL	Literature & Performance SL	Math A&A SL	
Wed	Bio. HL	Chem. HL	CAS				TOK	
Thurs			Hist. HL		CAS	TOK	EE	
Sun			Hist. HL		Bio. HL	Chem. HL	CAS	
Mon	Math A&A SL	Hist. HL	Bio. HL		Chem. HL	Spanish Ab initio SL	Literature & Performance SL	
Tues	Hist. HL	Bio. HL	Chem. HL		Spanish Ab initio SL	Literature & Performance SL	Math A&A SL	
Wed	Bio. HL	Chem. HL	CAS		TOK			
Thurs			Hist. HL		CAS		TOK	

Lessons are scheduled over ten days, Sunday to Thursday of two consecutive weeks.

The school day consists of seven one-hour periods. Students in DP 1 and DP 2 have between 11-8 gap periods every two weeks. The grey shaded periods at the end of the day are allocated for the National Ministry of Education requirements of Arabic and Civics

Start and end times

The school day begins at 08:00 for all students. The normal school day lasts until 15:15 each day.

College Counselling and Guidance

The school has a full-time college counsellor. The goal of MLS college counsellor is to help each student as she/he prepares for post-secondary studies around the world. The counsellor aims to provide students with all the available and relevant information on which to base their decisions to apply and/or attend a specific institution after graduation.

Policies

1. MLS Diploma Program Admission Policy
2. MLS Diploma Program Inclusion Policy
3. MLS Diploma Program Academic Honesty Policy
4. MLS Diploma Program Assessment Policy
5. MLS Diploma Program Language Policy
6. MLS Diploma Program Internal Complaint Policy

For More [Click Here](#)

Philosophy

At Misr Language Schools American Division, academic integrity is the cornerstone of our educational philosophy. We believe that integrity is fundamental to learning, as it cultivates a culture of trust, respect, and responsibility among all members of our community.

Purpose

Our academic integrity policy is designed to uphold the highest standards of honesty and ethical behavior in all academic endeavors. It is a commitment to fostering a learning environment where students are empowered with the knowledge and skills necessary for success, both academically and morally.

Our Policy Aims To

- **Ensure Fairness and Equity:** We strive to create a level playing field where every student has the opportunity to excel based on their own merits and efforts.
- **Promote Ethical Decision-Making:** Our policy guides students in making ethical choices, emphasizing the importance of honesty, transparency, and accountability in their academic work.
- **Cultivate Trust and Respect:** By upholding academic integrity, we build a community of trust and respect where each member's contributions are valued and honored.
- **Encourage Lifelong Learning:** Our policy encourages a growth mindset, fostering a culture where continuous improvement and learning are celebrated and supported.
- **Prepare Students for the Future:** We believe that integrity is a critical skill for success in the modern world, preparing students to navigate complex challenges with integrity and ethical leadership.

Through our academic integrity policy, we aim to instill in students the values of honesty, integrity, and responsibility, preparing them to be ethical leaders and contributors to society.

Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work. (Academic Integrity Policy, 2023)

Promoting Academic Integrity at MLS

- All staff, teachers and administrators are role models. They demonstrate academic integrity through referencing/citing any work they produce.
- Assessments include many lower stakes opportunities.
- Integrate real world, authentic tasks so students can see the relevance of what they are learning.
- Connect any course content to other courses students are taking or will take so they understand its place in the larger context of their educations.
- Written assignments are structured to promote integrity by including a reflective component that asks students to describe the process of writing the paper/assignment
- Publish MLS's "Effective Citing and Referencing Guide" on the school website.
- Provide every learner with a copy of MLS's "Effective Citing and Referencing Guide"

How Can Students Avoid Committing Plagiarism?

- Read and understand the school's academic integrity and honesty policy.
- Design time schedules or plans to manage tasks sensibly.
- Maintain organized notes and sources consulted during the production of work.
- Seek guidance and support from teachers when doubts arise about referencing.
- Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- Give credit for copied, adapted, paraphrased and translated materials from others.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

Responsibilities

• IB DP Coordinator is responsible for:

- ensuring that all school and IB policies are applied fairly and consistently.
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations.
- ensuring that teachers, students, parents and/or legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations.
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB.
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and / or IB policy.

• Students are expected to:

- have a full understanding of the school's academic integrity policy.
- report any acts of misconduct or maladministration to the programme coordinator.
- ensure that all assignments, tasks, examinations and quizzes submitted are their authentic work, and that the work of others are fully acknowledged and cited in an honest manner and to the best of their abilities.
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- abstain from giving undue assistance to peers in the completion of their work.
- show a responsible use of the internet and associated social media platform.

• Teachers and Extended Essay Coordinator are responsible for:

- Allocate sessions to teach academic integrity
- Teach different recognized citation conventions for the students' work
- Discuss and explain the definitions of terms such as plagiarism, collusion, collaboration, paraphrase, summarize, editing and proofreading.
- Communicate the expectations for individual assessments and assignments, and for academic honesty and other behaviors they should demonstrate.
- State and explain expectations regarding group work and collaboration. Make clear what is expected regarding individual student contributions and submitting individual work.
- Provide examples of correct citations and both direct quotations and paraphrases. Include this in the syllabus or with any assignment handouts.
- Explain research and writing techniques to students.
- Provide documents that will assist students with writing papers
- Ensure that students understand what constitutes academic misconduct and its possible consequences
- Being a role model by following the academic integrity policy in their own work
- Provide feedback and ensure students are not provided with multiple rounds of editing
- Develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- Keep electronic copies of students' past work for three years in case a plagiarism check is required
- Respond to student academic misconduct and supporting the school's and IB's investigations
- Respond to school maladministration and supporting the school's and IB's investigations.

• Parents are expected to:

- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work.

Communication

Good communication between home and school is essential. The following information will assist you in identifying where information may be found and with whom you may wish to speak.

School information systems

- **ManageBac:** ManageBac is the school's curriculum management system and a vital communication tool for all members of our community. Diploma program School students, teachers and parents all have individual ManageBac accounts. Parents are also given access to student reports via ManageBac.
- **Google email:** The school provides every student with a personal Google mail account, recognizable by the @mls-egypt.org address. This account is an essential communication route between students and teachers, especially as it integrates with a range of Google applications that are in frequent use in the classroom.
- **School website:** mls-egypt.org

MLS IBDP Code of Conduct

Student Responsibilities

- Attend school according to the Attendance Policy
- Arrive to school and to all classes on time
- Respect and protect the rights of students, teachers, administrators, support staff and the school community at large
- Be aware of all school rules and regulations and abide by them
- Be appropriately attired for school
- Use appropriate language
- Take pride in the school by safeguarding its image and reputation

Parent Responsibilities

- Guide your child to develop acceptable behavior that includes control of and accountability for his/her own actions
- Know, understand and support the rules that your child is expected to follow
- Ensure that your child attends school regularly and arrives on time
- Communicate with the school in a regular and constructive manner
- Fill all forms, sign all letters and provide all documents requested by the school throughout the year promptly and accurately, to facilitate the work of the school and to model before your child the dedication that important matters deserve

Parents Notification

- Parents will be notified of their child's misbehavior, detention, suspension or any other disciplinary issues.
- Parents will be called in for a meeting whenever needed.
- A student returning to school after an out-of-school suspension must be accompanied by his/her parents.
- Any violation beyond third incident will be dealt with by the School Disciplinary Committee.
- The offenses listed below are ordered alphabetically.

Policies, Offenses And Disciplinary Actions

Effective discipline is fundamental to an efficient educational program. The most effective discipline is self-discipline, and the primary goal of the school is to nurture this concept. Discipline should be conceived of as setting the limits within which a student is free to make choices. These limits change according to the student's ability to exercise self-discipline.

The purpose of the code of conduct is to create a safe learning environment where the rights of every individual are respected and met.

Violation

1. Bullying

- Verbal transgressions such as (but not limited to) demeaning comments about any personal aspect of the individual, derogatory jokes or slurs, insults.
- Visual transgressions such as (but not limited to) offensive posters, cards, cartoons, graffiti, drawings, objects
- Physical transgressions such as (but not limited to) hand gestures, facial expressions, impeding movement, unwelcome or offensive touching
- **THE GENERAL RULE IS ZERO TOLERANCE TO BULLYING**

Action

- Student who commits such acts face serious disciplinary actions ranging from suspension to expulsion depending on the degree of offense and at the discretion of a disciplinary committee.

2. Damage to School Environment

- (Littering, soiling, abuse of green space, water waste, etc.)

- Correction of violation
- Guidance and warning by staff
- Student signs pledge of no repeat
- Parent informed
- Parent bears cost of replacement or repair

- Correction of violation
- Student signs pledge of no repeat
- 1-3 days suspension

- Board examines student case for maximum 10 days temporary dismissal

Violation

3. Impoliteness Towards any Staff Member

- Guidance and warning
- Parent informed
- Student apologizes
- Student signs pledge of no repeat
- 1-3 Days suspension
- Case examined by counselor
- Cased examined by administration
- 3-5 days suspension
- Student and parent sign pledge of no repeat
- 15 Days temporary dismissal

4. Lying, Forgery or Deception

- Students who commit lying, forgery or any other acts intended to deceive face serious disciplinary actions ranging from suspension to expulsion depending on the degree of the offense and at the discretion of a disciplinary committee.
- If lying occurs while an offense is being investigated, the maximum penalty related to the offense under investigation will be applied.

5. Mobile Phones (Use of Banned Technology)

- Mobile phone is confiscated + student is given a letter to sign from his/her parent.
- The student returns the signed letter the next day and receives his/her phone.
- Mobile phone is confiscated and returned at the end of the school year.

6. Moral Defiance

- (Any form of sexual depiction, Offensive language, incitement, harassment, etc...)

- Guidance and warning
- Parent informed
- Student signs pledge of no repeat
- 3 Days suspension
- 5 Days suspension
- Parent and student sign pledge of no repeat
- Student referred to administration
- 15 Days temporary dismissal

Action

Violation

7. Possession of Tobacco Products

- Possessing cigarettes, vape, iquos, or rolling tobacco on the school campus

8. Possession of a Weapon

- Possession of anything that could be considered/ used as a weapon on the school campus.

9. Skipping Class

10. Skipping Full School Day

Action

- Confiscation
- Warning
- Student signs pledge of no repeat

- Confiscation
- Parent informed
- 1-day suspension

- Confiscation
- 1-3 days suspension
- Parent signs pledge of no repeat

- During the first semester: Expulsion
- During the second semester: Home-schooling until the end of the year (student studies independently and is allowed on campus for end-of-year exams).
- The student will not be allowed to remain at MLS for the remainder of his/her school years

- Warning and reprimand
- Student signs pledge of no repeat/ parent informed

- Break detention for a week with extra work
- In-school suspension for a day with corrective action

- In-school suspension for 2 days with corrective action

- In-school suspension for 3 days with corrective action

- In-school suspension for 4 days with corrective action + Expulsion warning

Violation

Action

11. Smoking

- Smoking on school campus

- Confiscation + direct contract between the school and the student
- Student signs pledge of no repeat
- 1 day suspension
- Parent informed
- Parent signs pledge of no repeat
- 2 days suspension
- Parent summoned
- Expulsion warning

12. Substance Abuse

- Selling, purchasing, possessing or consuming drugs, alcohol or any controlled substance on the school campus.

- A. Selling, purchasing, possession or consumption of drugs or alcohol on campus: Expulsion
- B. Coming to school under the influence of drugs, alcohol or any controlled substance: The student will be subject to a lab test. If the lab test results are positive:
- 1-Student receives an expulsion warning and the school reserves the right to require further tests at any random date(s).
- 2-A second positive result will lead to expulsion.

13. Theft

- Stealing, attempting to steal or unauthorized borrowing, including taking materials out of the library without following correct procedures, and taking items from lockers or students' bags.

- Guidance and warning
- Return of stolen items
- Student signs pledge of no repeat
- Parent informed
- Student sent to counselor
- Return of stolen items
- Parent summoned
- Case examined
- Student case referred to administration for legal examination

Violation

Action

14. Unauthorized Selling

- The unauthorized selling of any item by students on campus is strictly prohibited.

- The sold item and the purchase money will be confiscated and returned to the parents of both students.
- Student signs pledge of no repeat
- The parents of both students will be informed but the sold item and the purchase money will be confiscated, not to be returned.
- Suspension for maximum of 10 days

15. Undisciplined Behavior

- (Class disruption, disobedience, disorderly conduct, unruliness, etc....)

- Guidance and warning
- Student signs pledge of no repeat
- Parent informed
- 1 Day suspension
- Parent summoned and signs pledge of no repeat
- Student sent to counselor
- 3-5 Days suspension

16. Uniform (Violation of school dress code)

- All students are required to be in full school uniform every day.

- Correction of violation
- Guidance and warning
- Student signs pledge of no repeat
- Parent informed
- 1-3 Days break detention
- 1-3 Days suspension

17. Use of a Weapon

- Expulsion + the school will inform the authorities

Violation

Action

18. Vandalism (Breaking, Damaging or Grafting school property)

- Any intentional destruction or defacing of school or private property including drawing or writing on walls, lockers and desks.

- Warning
- Payment for all damages
- Two days in-school suspension with corrective action
- Payment for all damages rendered.
- Two days out-of-school suspension + 2 days in-school suspension with corrective action
- Board examines student case for 10 days temporary dismissal
- Expulsion warning

19. Violation of Computer and Technology Use

- Playing games, searching the Internet without teacher's permission, unauthorized downloads, installing or using unauthorized software, vandalizing computer hardware, changing passwords or permissions, hacking or attempting to hack any of our school systems

- Action ranges from detention to expulsion depending on the degree of the offense and at the discretion of a disciplinary council.
- Student will pay for any damages rendered in sum or in kind.

20. Violence and Aggression

- Verbal abuse, physical assault or intimidation, engaging in fighting.

• THE GENERAL RULE IS NO PHYSICAL CONTACT

- 1 day out-of-school suspension + 1 day in-school suspension with corrective action (for both parties in case of fighting)
- Referral to guidance counselor
- 2 days out-of-school suspension + 2 days in-school suspension with corrective action (for both parties in case of fighting)
- Expulsion warning
- Board examines student case for 15 days temporary dismissal
- Legal procedures may apply

First Cohort Calendar

Y (1) 2025-2026

Year	Month	Week	Sun	Mon	Tue	Wed	Thu	Comments
2025	Sep	1		1	2	3	4	Mawled El Nabawi
		2	7	8	9	10	11	
		3	14	15	16	17	18	
		4	21	22	23	24	25	
		5	28	29	30			
	Oct.	6	5	6	7	8	9	Armed Forces Holiday
		7	12	13	14	15	16	Mid-Semester Assessment
		8	19	20	21	22	23	Progress Reports
			26	27	28	29	30	Mid Semester Holiday
	Nov	9	2	3	4	5	6	
		10	9	10	11	12	13	
		11	16	17	18	19	20	
		12	23	24	25	26	27	
		13	30					
	Dec			1	2	3	4	
14		7	8	9	10	11	Semester Assessment	
15		14	15	16	17	18	End of First Semester Year 1	
2026	Jan		21	22	23	24	25	Christmas/Winter Break
			28	29	30	31		
			4	5	6	7	8	
		16	11	12	13	14	15	
		17	18	19	20	21	22	
	Feb	18	25	26	27	28	29	National Police Day
		19	1	2	3	4	5	
		20	8	9	10	11	12	
		21	15	16	17	18	19	First day Ramadan
		22	22	23	24	25	26	Mid-Semester Assessment
	Mar	23	1	2	3	4	5	Progress Reports
		24	8	9	10	11	12	
		25	15	16	17	18	19	Last Day of Ramadan
			22	23	24	25	26	Eid Al Fitr
	Apr.	26	29	30	31			
27		5	6	7	8	9		
		12	13	14	15	16	Eastern Easter/ Sham El Nessim	
28		19	20	21	22	23		
29		26	27	28	29	30		
May	30	3	4	5	6	7		
	31	10	11	12	13	14		
	32	17	18	19	20	21	Semester Assessment	
June		24	25	26	27	28	Adha Eid	
	33	31	1	2	3	4		
	34	7	8	9	10	11	Last day of School for Year 1	

- Total of 34 working weeks
- 17 ten-day scheduling periods

- For all HL subjects 17x 136 =8 Hours
- For all SL subjects 17x85 =5 Hours

Y (2) 2026-2027

Year	Month	Week	Sun	Mon	Tue	Wed	Thu	
2026	Sep	1			1	2	3	
		2	6	7	8	9	10	
		3	13	14	15	16	17	
		4	20	21	22	23	24	
		5	27	28	29	30		
	Oct						1	
		6	4	5	6	7	8	Armed Forces Holiday
		7	11	12	13	14	15	Mid-Semester Assessment
		8	18	19	20	21	22	Progress Reports
			25	26	27	28	29	Mid Semester Holiday
	Nov.	9	1	2	3	4	5	
		10	8	9	10	11	12	
		11	15	16	17	18	19	
12		22	23	24	25	26		
13		29	30					
Dec.				1	2	3		
	14	6	7	8	9	10	Semester Assessment	
	15	13	14	15	16	17	End of First Semester Year 2	
		20	21	22	23	24	Christmas/Winter Break	
		27	28	29	30	31		
2027	Jan		3	4	5	6	7	
		16	10	11	12	13	14	
		17	17	18	19	20	21	
		18	24	25	26	27	28	National Police Day
		19	31					
	Feb			1	2	3	4	
		20	7	8	9	10	11	
		21	14	15	16	17	18	
		22	21	22	23	24	25	
		23	28					
	Mar			1	2	3	4	
			7	8	9	10	11	Eid Al Fir
		24	14	15	16	17	18	
25		21	22	23	24	25		
26		28	29	30	31			
Apr.						1		
	27	4	5	6	7	8		
	28	11	12	13	14	15	End of Year 2	

- Total of 28 working weeks
- 14 ten- day scheduling periods
- For all HL subjects 14x 112 =8 Hours
- For all SL subjects 14x70 =5 Hours

Phone
(02) 3376-3060

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