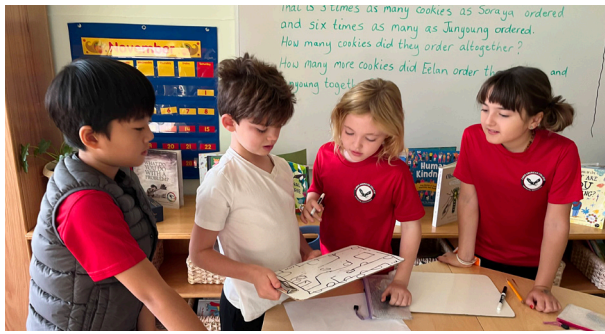




ELEMENTARY SCHOOL

STUDENT-PARENT HANDBOOK

2026-27





PRINCIPALS' WELCOME

CAC, the best place to be!

Join us in our vibrant PreK 3 to Grade 5 Elementary division, where respect and kindness create a joyful environment. At CAC, we are dedicated to nurturing young learners into critically minded, confident, and compassionate individuals who are connected to the world around them.

Here, friendships thrive and personalities shine. Our strong partnerships with parents ensure that every student receives the attention they need to grow, learn, explore, and have fun—essential building blocks for school success.

From the moment you step onto our campus, you'll see why CAC offers a truly exceptional experience for our youngest learners.

We can't wait to embark on this exciting educational journey together!



Mrs. Julie Jackson-Jin



Ms. Penny Amies

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CORE VALUES



INTEGRITY

Empowers learners to navigate complexity and take courageous, principled stands.



RESPONSIBILITY

Encourages learners to persevere through setbacks and be accountable for their actions.



RESPECT

Guides learners to honor self, others, and community with compassion.



MISSION STATEMENT

CAC INSPIRES STUDENTS TO

LEARN
EXPLORE
& HAVE FUN

WHILE BUILDING
CHARACTER TO THRIVE
AS GLOBAL CITIZENS



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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 analyse 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 well-being 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 in order to support our learning and personal development.

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.





STUDENT LEARNING

CURRICULUM & ASSESSMENT

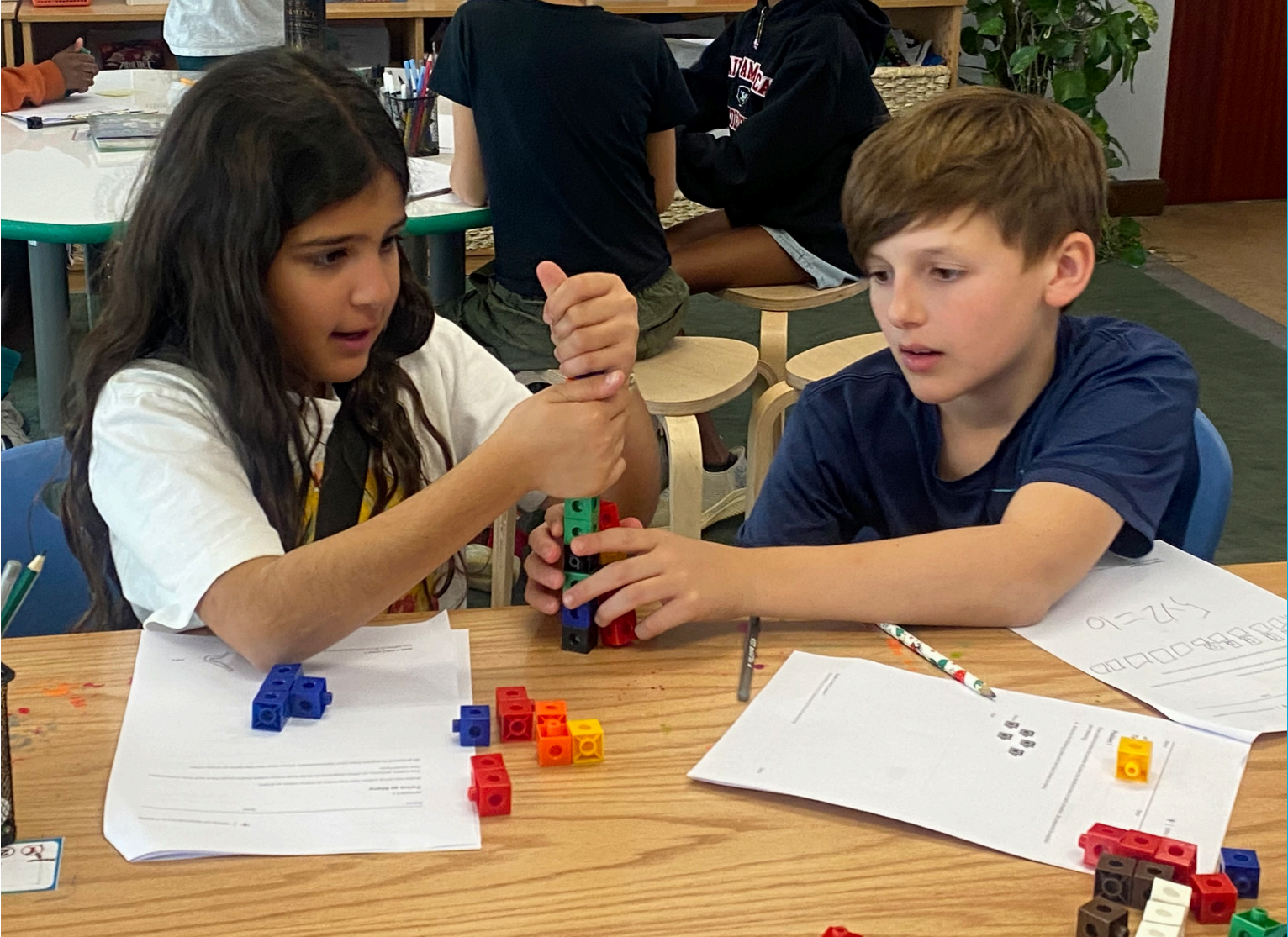
CAC is a Primary Years Program (PYP) school. The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children aged 3-12.

A greater part of the curriculum is delivered through six transdisciplinary units of inquiry (four for the PreK and five for the Kindergarten programs), one from each knowledge area. Through these units of inquiry, students explore globally significant themes, built around a central idea.

PYP acknowledges the importance of educating children in separate subject areas, and recognises that 'student learning is best done when learning is not confined within the boundaries of traditional subject areas, but is supported and enriched by them.' This means subjects are carefully integrated into units of inquiry.

Transdisciplinary Themes & Descriptions

Who we are An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing	Where we are in place and time An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses
How the world works An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation, possibilities and impacts	How we organize ourselves An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making	Sharing the planet An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom



OUR ENVIRONMENTS

Classrooms are bustling with student-directed inquiries as well as teacher-directed investigations. Students are encouraged to take responsibility for their own learning, to help each other, to find their own resources, to engage in activities that deepen their understanding and to demonstrate what they have learned. Students regularly reflect on their own learning, are encouraged to make connections to previous learning and to be inspired to act on their new understandings.

Students have opportunities to work individually, in pairs, in small groups and in larger groups. Teachers adapt their approaches to address individual students' needs, abilities, and interests. There is time for whole class instruction, small group instruction and individual support.

AGENCY

Taking action is a core element of the IB PYP, seeking to develop caring members of the community who act to make a positive difference to the lives of others and their environment. Our program encourages learners through units of inquiry to take meaningful action to make a difference in the world.

LANGUAGE ARTS

Our Language Arts program establishes a strong foundation in the essential areas of listening, speaking, reading, and writing. Students develop their literacy skills through a comprehensive and balanced approach that includes systematic phonics instruction, word study, explicit instruction in decoding, comprehension and writing, as well as handwriting and typing practice.

MATHEMATICS

Students work independently and collaboratively to learn mathematical concepts and skills, using them to solve problems. Our program balances conceptual understanding, procedural proficiency, and factual knowledge, utilizing the Open Up Resource K-5.

<https://access.openupresources.org/curricula/our-k5-math>

EGYPT CULTURE

Living and learning in Egypt is a unique opportunity for our students to engage in the contemporary and historical Egyptian Culture of our host country. The curriculum is enhanced with projects and hands-on activities to inspire and promote awareness of events and occasions that form the customs and traditions of Egypt.

ARABIC LANGUAGE

CAC's Arabic Language Program has two sequences. In the Arabic World Languages (AWL) sequence, learners develop Egyptian colloquial and some Modern Standard Arabic (MSA) language and literacy skills. The Arabic Language Arts (ALA) sequence is taught entirely in Arabic and deepens students' understanding of reading and writing in MSA.

MOTHER TONGUE OPTION

If a parent wishes to teach their child their mother tongue, Arabic class time can be used. Please make a time to meet with the Principal to discuss this option.

PHYSICAL EDUCATION

The P.E. program promotes a healthy, active lifestyle. Students of all abilities are supported and encouraged to enjoy physical activity and see it as part of a healthy and active lifestyle. Students develop fundamental movement and fitness skills, and cooperative teamwork abilities. Students learn swimming, team sports skills, fitness and track and field.

There are two swimming units, one at the beginning and the second at the end of the year. All students are expected to participate in the swimming curriculum. If a student is unwell, a note from home is required. For longer-term non-participation, a doctor's note is required. If a student misses the swimming curriculum during the school day, this excludes them from after-school swimming programs. PreK students will only wear the school floats until the swim teacher determines they do not need them. The students must bring a labeled swim towel, goggles, and slip-on shoes for each lesson.

PERCEPTUAL MOTOR PROGRAM (PMP)

PMP (in PreK and KG classes only) promotes movement and challenge —running, jumping, balancing, kicking, bouncing, skipping, hopping, crawling, catching, striking, bowling, climbing.

MUSIC

Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. Musical experiences and learning begin with the voice. Students are given opportunities to discover a broad range of music experiences including classifying and analyzing sounds, composing, exploring body music, harmonizing, listening, playing instruments, singing, notation, reading music, songwriting and recording. Students create and respond to music through movement and using various classroom instruments.

DRAMA

Drama explores the different possibilities to express ourselves, physically and vocally. In creating, students explore performing the use of body and facial expressions, gestures, movement, posture and vocal exercises to convey emotional and sometimes cultural meaning to both characters and stories. The students will be exposed to a variety of dramatic forms including creative movement, improvisation, role play, and puppetry.

VISUAL ARTS

The student is the artist and the classroom is their studio. The guiding question throughout the year is "What do artists do?" Following introductions to a range of media, student artists will be able to explore artistic processes through discovery and play. The classroom is a structured studio environment with clear expectations for self-directed learning. Available tools and art materials are introduced to students who can then access and arrange these materials to initiate and explore their artwork. We will use Seesaw as a place for digitally storing student artwork.

Here's a link to - [How you can talk to your child about their art.](#)

INTEGRATED INFORMATION TECHNOLOGY

Teaching and learning are enhanced by technology. Librarians and Tech integrators partner with teachers and students to integrate information-literacy skills, media-literacy skills and digital citizenship skills into units of inquiry.

ASSESSMENT

Regular student assessments will occur. Both internal and external assessments shall be utilized to ensure that teaching and learning are aligned with CAC standards and benchmarks. The assessments may also be used for program planning, instructional improvement, and reporting to parents. The administration shall periodically report external assessment results to the learning community.

STANDARDIZED ACHIEVEMENT TESTS

All students in grades 3 – 5 participate in MAP® (Measure of Academic Progress®) online tests. Three tests are taken: reading, language usage, and mathematics. They are administered in the Fall and Spring. Teachers use results to closely analyze individual strengths and areas of challenge. After each MAP testing period, parents receive a detailed one-sheet summary of their child's academic progress.

LIBRARY

The ES Library contains a wealth of materials - over 20,000 items to support teaching and learning at school and personal interests. The library catalog can be accessed through the CAC website:

<https://www.cacegypt.org/index.php/about/the-cac-campus>

Student book check out is based on grade level and units of inquiry. We start small and build up responsibility for book return; PreK = one book up to five books for grade five. Parents may have up to 10 items checked out at one time (books are circulated for 14 days). All students have a scheduled checkout time once per week, but are welcome to exchange books before and after school.

LIBRARY HOURS

The Library is open for students, faculty, and staff from Sunday–Thursday from 7:45 am to 4:00 pm, except Tuesdays and Thursdays, we close at 3:15 pm. The Library is open for parents and families Sunday–Thursday from 3:00 pm to 4:00 pm, except Tuesdays and Thursdays, we close at 3:15 pm. The Library is also open most Saturdays from 10:00 am–2:00 pm. The Library is closed during all school holidays according to the calendar available on the CAC web page.





BORROWING

Students need to have a reusable cloth library bag for their books, labelled with the student's name. Bags are available at the school store, or a cloth bag from home will be fine.

RENEWING & RESERVING MATERIALS

Books may be renewed for another 2 weeks, but each item must be brought into the library to do so. If the book has been "reserved" by another patron, the book needs to be returned. Students may reserve up to 5 items that are presently borrowed by another patron.

OVERDUE MATERIALS

Notices are sent each week to students and parents. Students with overdue books will only be allowed to check out one additional item per week until all have been returned to the library.

DAMAGED & LOST MATERIALS

Patrons will be charged for replacement of materials that are damaged while checked out to them, so please look over the items your student borrows. Prices are taken from our catalog records and are in US dollars. A \$5 ordering and processing fee for each item will be added to the price. We will accept an exact or better replacement copy of any lost item. Please see the Elementary Librarian for details. At the end of each Semester, if lost or overdue books are not settled, the student's and family's Skyward account will be blocked and report cards will not be accessible. Skyward accounts will not be unblocked until the Library accounts are resolved.

STUDENT SUPPORT SERVICES

CAC strives to provide each student with the support needed to be successful. Student Support Services work with classroom teachers, students, and parents to offer interventions that go beyond the typical strategies used in the classroom. The extent to which support is provided is dependent upon the needs of the students and the ability of the school to meet those needs.

Our student support team provides services to students that include:

- Counseling
- English language for beginning, intermediate and advanced learners of English
- Learning specialists for students who have identified needs and interventions
- Speech and Language for articulation and identified language delays
- School Psychologist
- Occupational Therapist (note: this is a parent paid service which is on campus to support families.)

STUDENT SUPPORT TEAM (SST)

The Student Support Team is an integral part of the Student Support Services department. It is made up of: Administrators, Teachers (Classroom, English Language Learning, Learning Support), Counselors, Speech and Language Pathologist, and School Psychologist.

ENGLISH LANGUAGE LEARNERS (ELL) SUPPORT

The ELL program provides instruction and support to students in grades KG-5 who are not yet fully proficient in English. The goal is for students to acquire the academic language skills necessary to succeed in the mainstream classroom. Lessons improve proficiency in listening, speaking, reading, vocabulary, and writing in English. Content objectives are aligned with language objectives to maximize ELL students' access to curriculum and to provide direct instruction in academic language. The ELL program at CAC follows an inclusive model, with ELL teacher and classroom teacher working collaboratively to ensure the success of all students.

LEARNING SUPPORT SERVICES

CAC offers learning support in an inclusive environment. The curriculum and grade level expectations are the same for students receiving learning support as for all students in the Elementary School. The LSS teachers work collaboratively with the classroom teachers to provide support inside and outside of the classroom. CAC may offer an intensive skills program during Arabic language time for students who receive learning support. This extra learning support will be offered on a case-by-case basis only if approved by the ES Principal, and will be reviewed each semester. Students receiving support during Arabic class will continue to attend the Egyptian culture lesson once a week.

COUNSELING

The ES counselors work in partnership with students, parents, and staff to provide a comprehensive counseling program that aligns with our school's mission and core values. We seek to create a community atmosphere in which all members feel safe, valued, supported, and encouraged to achieve their goals and reach their full potential. It is our mission to provide proactive and responsive services to meet the needs of our community.

SPEECH AND LANGUAGE PATHOLOGY

Speech and Language services are provided for articulation, voice, fluency, and language needs. Usually, intervention is provided in the speech classroom via a pullout model of support. However, the Speech Language Pathologist (SLP) may also support language-based learning in the classroom in collaboration with the classroom teacher. In rare cases, a child who requires intensive intervention may receive services instead of attending Arabic classes. This service is offered on a case-by-case basis and only if approved by the ES Principal. It will be reviewed each Semester.

SCHOOL PSYCHOLOGIST

As an integral part of our holistic approach to education, the School Psychologist will work closely with students, teachers, and parents to identify, assess, and address a wide range of learning, social, emotional, and behavioral needs. Equipped with expertise in child development, learning theories, and assessment, our School Psychologist will consult with teachers, parents and students to develop inclusive interventions to promote academic success and socio-emotional well-being for every student.

OCCUPATIONAL THERAPIST (FEE-BASED)

Occupational Therapist (OT) will work closely with students, teachers, and parents to identify, assess, and address needs, including postural and motor control, fine motor skills, sensory processing, and self-care abilities. Usually, intervention is provided in the OT classroom via a pullout model of support. However, the OT may also support learning in the classroom in collaboration with the classroom teacher.

OUTSIDE-TESTING ASSESSMENT

Students benefit greatly when parents share outside assessment results with CAC. This valuable information helps us to best meet the needs of each student. It is understood that all outside assessment information is the property of the family. Any information shared with faculty of CAC, will become part of the student's confidential file. Faculty members are required to share any outside assessment information with school administration.

CO-CURRICULAR ACTIVITIES

ES Co-Curricular Activities are optional activities intended to support learning, exploring, and having fun from 3:15 pm to 4:00 pm on campus every weekday except for Tuesdays. We offer a range of choices designed to develop critical life skills such as responsibility, teamwork, communication, critical thinking, and self-confidence. The activities are broken up into 3 seasons, providing students with the opportunity to diversify their focus across the school year.

ONLINE SIGN UP FOR ACTIVITIES

Parents view the activity options on the Athletics and Activities website and receive detailed information via email. Parents then sign up for their children's choices, ranking them by priority through a google form.

Placement of students in the activities is based on the maximum number of students allowed in each class, as well as students' priority lists. Once placements have been finalized, parents will receive confirmation of their child's activity schedule via email.

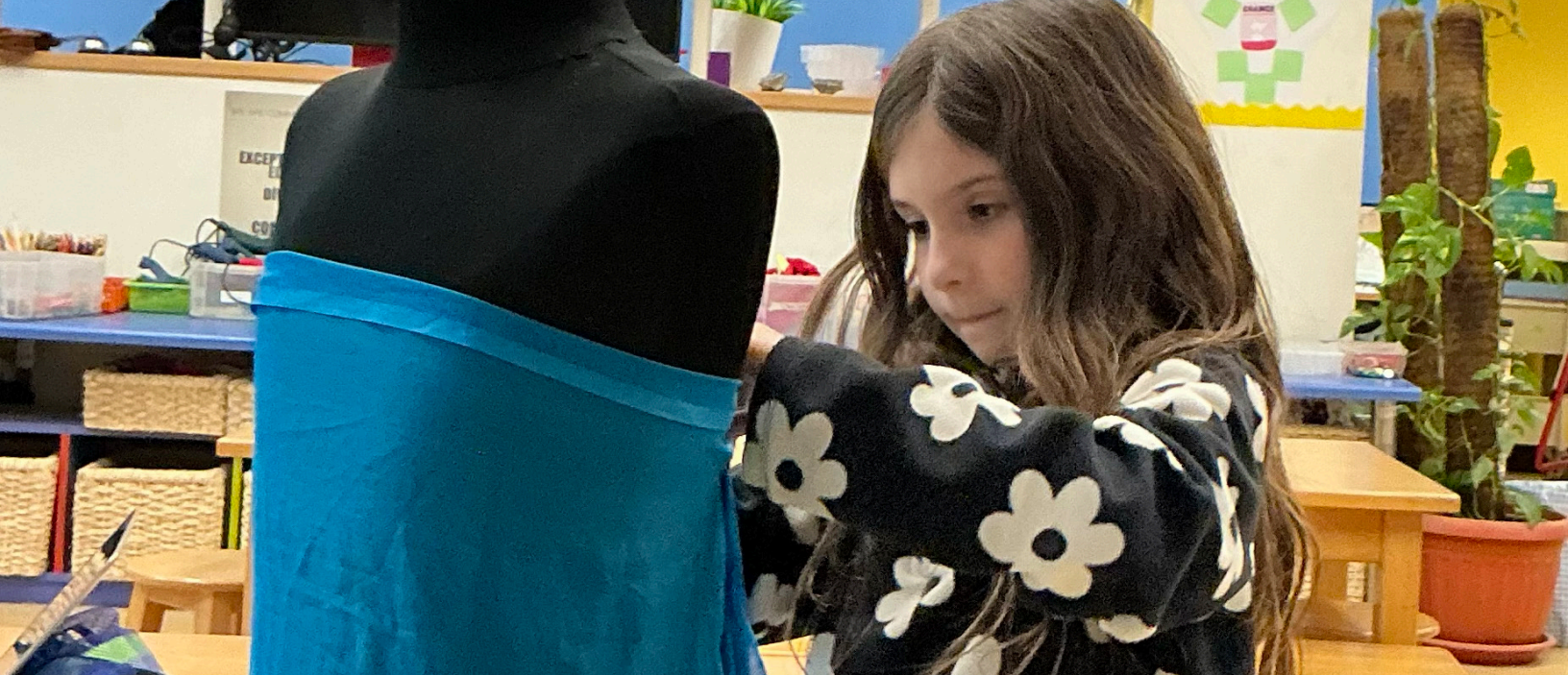
Activities are presented and detailed information about sign-up dates will be announced in the Grade Level Blogs and included in the school calendar in addition to individual email sent to parents.

ATTENDANCE

Students are expected to make a commitment to attend every meeting of the activity in which they are enrolled. Students who are absent from school for a full day are not permitted to participate in an after-school activity on that same day. If students will miss Co-Curricular Activities classes for any reason, parents must inform the Activities Coordinator by email. Students with three or more unexcused absences will be removed from the activity to allow someone else to join.

To ensure a safe and productive learning environment, parents are not permitted to attend, observe, participate in activities, or interact directly with coaches/instructors during activity sessions unless prior arrangements have been made and an invitation has been extended by the Elementary School Principal or the Activities Coordinator.





DISMISSAL FROM CCA

School Dismissal Manager (SDM) is now the only method for communicating dismissal changes for all ES students. Here is the link to: [Parent Reference Guide](#)

To avoid any confusion in dismissal plans, please note that:

It is the parents responsibility to add the daily schedule to the default dismissal including the regular pick up/ bus at 3:05 pm or Late Pick up/ bus on days they have confirmed Co-Curricular Activities (CCA) and revert it to 3:05 pm pick up/ bus when the Co-Curricular Season concludes.

The parent will then only need to submit an exception if there is a change to the default schedule that they already set on the Dismissal App.

When your child's activity is confirmed, please use the Dismissal App to indicate the dismissal plan for your child. Please let your child know this plan and where to meet you if you are picking them up. Changes must be made before 2:00 pm on the day of the request.

Need Help? Please contact sdm@cacegypt.org for assistance.

FEES

Most activities are included in the school fees. Those requiring fees are to be paid in advance via the online payments through our CAC portal.

FEEDBACK & QUESTIONS

Please contact the Activities Coordinator with any feedback or questions.

STUDENT ELIGIBILITY FOR TRAVELING TEAMS

Participation on a traveling team is a privilege that reflects a student's ability, character, and commitment to our school. To be eligible for selection, students must consistently demonstrate the following:

POSITIVE EFFORT AS A LEARNER

Students are expected to show a strong work ethic in classes, take responsibility for their learning, and strive for their personal best.

TEAM CITIZENSHIP

Students must engage positively with peers and teachers at school, in activities, and with coaches, showing respect, kindness, and cooperation as valued team members. If there are any concerns with behavior on a trip, this may impact future eligibility for travel.

ORGANIZATION AND SELF-MANAGEMENT

Students should demonstrate independence in managing their time, materials, and academic and personal commitments to support a traveling team.

CAC AMBASSADORS

Most importantly, students must serve as positive ambassadors of CAC, upholding the school's values and demonstrating integrity, sports-ship, and respect at all times.

Note: Student Eligibility Rubric for Traveling Teams is available in the Co-Curricular Office.



PREK

HANDBOOK

PHILOSOPHY & LEARNING FRAMEWORK

In PreK, we believe that children learn best when they feel connected to their world and actively engaged in meaningful experiences. Our program encourages students to investigate, discover, and think creatively while developing the confidence to ask questions and share their ideas. Through these experiences, children begin to see themselves as capable learners and as members of a global community.

Our program is play-based, recognizing play as a powerful and essential context for learning in early childhood. Through play, children explore their ideas, test their theories, and make sense of the world around them. Play allows children to develop an understanding of themselves as thinkers and learners while building a sense of ownership over their learning journey.

Learning experiences in PreK are intentionally designed to encourage inquiry and deeper thinking. Children learn through interactions with materials, their peers, and their teachers. These interactions support both child-initiated exploration and teacher-guided learning, allowing children to build knowledge, develop skills, and extend their thinking.

Like the Elementary School, our PreK program is guided by the International Baccalaureate Primary Years Programme, which frames our philosophy and approach to learning. We are also inspired by the Reggio Emilia approach, which values student-centered learning, collaboration, creativity, and respect for children's ideas and perspectives.

LITERACY AND NUMERACY

Children experience language and literacy in meaningful ways through play, conversation, storytelling, and exploration. Developing a lifelong love of literacy begins with children's prior experiences, their developmental readiness (both physical and cognitive), and their individual interests.

In PreK, our focus is on pre-literacy development. Children are provided with rich opportunities to explore books, storytelling, mark-making, and communication through purposeful play and inquiry. These experiences support the development of emergent literacy skills in an engaging and developmentally appropriate way.

Children also experience mathematics through play and exploration. Through hands-on learning experiences, they begin to develop an understanding of key mathematical ideas such as patterns, quantity, measurement, and spatial relationships. As they explore these concepts, children begin to use the language of mathematics as a way of thinking and communicating.

Students are encouraged to explore big ideas, experiment with different strategies, and persevere when solving problems. They are invited to share their thinking, ask questions, and choose materials and tools that support their learning.



STAGGERED ENTRY

A Pre-K3 staggered start prioritizes emotional security, relationship-building, and familiarity with routine, while gradually increasing time and group size. For our class of 18 students, this is a developmentally appropriate, operationally realistic model grounded in early years best practice (PYP/Reggio aligned).

Core Principles (Why Stagger?)

- * Build secure attachments with teachers/assistants/aides before full days
- * Reduce separation anxiety and sensory overload
- * Allow teachers to observe children's regulation, communication, and needs
- * Establish routines in small, calm groups

A Pre-K4 staggered start should honor children's greater independence and prior school experience, while still supporting emotional regulation, peer reconnection, and readiness for more complex routines. Since many of our Pre-K3 students are transitioning into Pre-K4, this model is shorter, more consolidated, and expectation-driven than our Pre-K3 start.

This is a developmentally appropriate, transition-sensitive plan for our two Pre-K4 classes of 18 students.

Core Principles for Pre-K4

- * Acknowledge prior school routines and relationships
- * Support independence and self-management
- * Re-establish community and expectations
- * Reduce fatigue while increasing responsibility.

STUDENT SUPPORT SERVICES

Students in PreK do not receive formal English language or learning support services, as the classroom environment is intentionally designed to provide rich opportunities for language development and learning.

As children develop their communication skills, some may benefit from additional support in speech and language development. When appropriate, the Speech and Language Pathologist (SLP) may provide targeted support and interventions with the goal of strengthening effective communication skills.

DRESS FOR MESS

Learning in PreK is hands-on and sensory-based. Children regularly explore materials such as paint, water, clay, and other creative resources as part of their daily learning experiences.

For this reason, we recommend that children wear comfortable clothing that allows them to explore freely and get messy. Please avoid sending children to school in special or delicate clothing.

SUPPORTING INDEPENDENCE

Developing independence is an important goal in PreK. As children gain confidence in caring for their own belongings and meeting their daily needs, they develop a strong sense of competence and self-reliance.

Before coming to school, children should practice:

- * Being independent in the bathroom
- * Opening and closing their lunch boxes
- * Using their water bottles independently
- * Taking items in and out of their backpacks
- * Putting their belongings back into their bags after use
- * Walking for longer lengths of time including up and down the stairs
- * Dressing and undressing themselves independently
- * Blowing noses and washing their hands

Please ensure that your child wears shoes they can put on independently. Shoes with Velcro fasteners are typically easier for young children than shoes with laces.

Pacifiers are not allowed at school. We understand that pacifiers may be a comfort at home, and families are encouraged to prepare children for this transition before the school year begins.

TOILETING

Children in PreK are expected to be independent in the bathroom.

This means they should be able to:

- * Recognize when they need to use the toilet
- * Tell a teacher when they need to go
- * Manage their clothing independently
- * Clean themselves after using the toilet

To support independence, please purchase clothing that is easy to manage, such as shorts or pants with elastic waistbands rather than buttons or belts.

We understand that some children may still be mastering toilet independence. If a child is experiencing frequent accidents, we may ask that they remain at home until they are able to use the toilet independently. This helps ensure that all children feel comfortable, confident, and supported in the classroom environment.

BITING

Biting is a common behavior for young children as they explore their world through their senses in the early years. Our children are just beginning to learn how to regulate their behavior, their responses to others, and to their environment. Although this is a developmental stage, biting can be upsetting to children, teachers and parents and our aim is to support our young children in communicating their strong feelings with words. It is important to work in partnership with children and parents to respond supportively and consistently to biting.

Changing behavior can take time and requires a caring and consistent approach for both the child who is biting, and the child who has been bitten.

If your child bites another person or your child has been bitten, you will be informed by their homeroom teacher, counselor or principal. Following a biting incident, the child who bit will apologize, may miss a recess, and could be sent home dependent on the severity and frequency of biting.

PERSONAL ITEMS

Please clearly label all lunch boxes, food containers, water bottles, and clothing with your child's name. To help avoid lost items and reduce distress, personal toys and belongings from home should not be brought to school, including communication or recording devices. If your child is finding it difficult to leave a special item at home, please speak with the teacher so we can support this transition.

OUTLINE OF THE DAY

7:45-8:00 am

Welcome and attendance

8:00-9:00 am

Settling in time and specials

Exploring, learning and having fun with the PreK team.

Some children may work with a specialist teacher.

9:00-9:30 am

First Snack

Children bring two of their own healthy snacks —no candy, gum, or overly sugary items.

9:30-10:00 am

Outdoor play

10:00-11:30 am

Unit of inquiry and specials

Classroom rich child-initiated play and playful focused learning. Some children may work with a specialist teacher.

11:30-12:00 pm

Lunch

Children bring their own lunches of everyday food in reusable containers. The hot lunch from the school's cafeteria is not available for PreK students.

The PTO organizes pizza bi-weekly (Mondays). To order, parents must sign up and order on the SPARE app. The deadline is the end of the previous week. Android or IOS

12:00-1:00 pm

Outdoor play

1:00-1:45 pm

Quiet, rest —me time

1:45-2:10pm

Second Snack

2:10-2:40 pm

Unit of inquiry and specials

Classroom rich child-initiated play and playful focused learning. Some children may work with a specialist teacher.

2:40-3:00 pm

End of the day preparation

3:00 pm Children depart with parents or are escorted to buses.

SUPPORTING ARRIVAL AND DISMISSAL

Establishing a consistent goodbye routine helps children feel secure and confident as they transition into the school day. We encourage families to develop a simple and predictable goodbye routine that is used each day. This might include a hug, a wave, or a short rhyme such as:

"I love you, you love me. Have the most fun ever, and I'll pick you up at three!"

Repeating the same routine helps children know what to expect and can make separation easier. Practicing this routine at home—even when leaving for short errands—can help children feel more comfortable when beginning school.

PRAMS, SCOOTERS, AND THE BUS

If your child arrives at school in a pram or on a scooter, these items must be left at the main gate. From the gate, children are encouraged to walk independently to the classroom.

This routine supports safety, a smooth transition into the school day and helps foster a growing sense of independence.

Bus services are available for PreK students before and after school, based on registration and availability. If your child will be absent, please notify the bus service by emailing mo-torpool@cacegypt.org.

FOOD & SNACK GUIDELINES

Children are encouraged to eat healthy, everyday foods and to avoid sugary or highly processed snacks. Our aim is to provide children with balanced nutrition that supports energy, focus, and overall well-being.

As there is no food sharing at school, families can pack foods according to their child's needs and preferences. Please label all containers clearly to ensure items are returned home safely.

BIKE SAFETY

In PreK the children are allowed to ride school provided bikes and scooters. If you would like your child to be able to play with these items, they are required to bring their own labeled helmets.





STUDENT WELL-BEING



WELL-BEING PHILOSOPHY

At Cairo American College we recognize that a community prioritizing well-being cultivates flourishing citizens. We consistently and intentionally seek to enhance relationships, foster deep and enduring engagement with learning, promote meaningful contribution to the community and develop healthy balanced individuals whose commitment to lifelong well-being makes the world around them a better place.

POSITIVE HEALTH

Practicing sustainable habits for optimal physical and emotional health that are developed from a sound knowledge base

POSITIVE RELATIONSHIPS

Increasing social and emotional skills in order to create and promote strong and nourishing relationships with self and others

POSITIVE PURPOSE

Understanding, believing in and serving something greater than yourself and deliberately engaging in activities for the benefits of others

POSITIVE ENGAGEMENT

Promoting complete immersion in activities through understanding the nature of engagement, the pathways to it and the function it has on individual wellbeing

POSITIVE EMOTIONS

Experiencing a broad range of positive emotions and developing skills and knowledge to anticipate, initiate, experience, prolong, and build positive experiences

POSITIVE ACCOMPLISHMENTS

Developing individual potential through striving for and achieving meaningful outcomes

PLURALISM & BELONGING

CAC is committed to fostering pluralism and belonging within our school community. Our diversity is our strength, and we are committed to mutual respect and meaningful learning from students, faculty, and community members with multiple perspectives, life experiences, and backgrounds. CAC is dedicated to developing an environment where community members engage in understanding across differences in an environment where everyone can feel a sense of belonging.



STUDENT RIGHTS AND RESPONSIBILITIES

These rights and responsibilities reflect the CAC Mission and Core Values. Among these rights and responsibilities are the following:

1. The right to a quality education, and the responsibility to put forth a sincere effort to learn;
2. The right to equal educational opportunity and freedom from discrimination, and the responsibility not to discriminate against others;
3. The right to expect qualified teachers, and the responsibility to attend school regularly and to observe school rules essential for allowing others to learn at school;
4. The right to procedural due process in cases of suspension, expulsion, and other disciplinary matters, and the responsibility to be fair and honest in exercising this right;
5. The right to free inquiry and expression, and the responsibility to observe reasonable rules that prevent abuse of these rights;
6. The right to privacy, which includes privacy of a student's school records, and the responsibility to be worthy of the trust and confidence of teachers, administrators, and parents/guardians.

When a faculty member believes that a student on campus may be in possession of an unsafe item of any kind, any administrator or faculty member shall be empowered to search cubbies, bags, desks or student in an effort to discover such items following personal searches policy.



CHILD PROTECTION

CHILD SAFEGUARDING AT CAC

Cairo American College is committed to the protection of students against all forms of abuse and neglect. As an educational institution, CAC holds a special responsibility to safeguard children from anything that violates their human rights, hinders their development, or causes harm. In line with our Core Values and Mission, CAC ensures that all students are treated with respect, dignity, and compassion at all times. We aim to provide an educational environment free from bullying, neglect, or abuse, supported by appropriate supervision in school and on school-sanctioned trips.

CAC's Child Protection Policy is based on international best practices and aligned with the United Nations Convention on the Rights of the Child. It affirms our zero-tolerance stance on violations of child protection and our responsibility to protect students from harm. To support this, all employees must undergo criminal background checks, sign and abide by a code of conduct, and participate in annual child protection training.

CAC defines abuse broadly, recognizing that it can occur both inside and outside the school setting. Abuse may be physical, emotional, sexual, or take the form of neglect. We also recognize that harassment and abuse may occur virtually. "Digital abuse" includes the use of technology to bully, harass, stalk, or intimidate another person. It may involve student-on-student behavior or interactions between students and adults. All forms of digital abuse will be reviewed with the same scrutiny and consequences as physical abuse.

All CAC employees are mandated reporters and must report any suspected abuse of a child or youth. Any member of the CAC community—employee, student, or parent—may report concerns. Students in grades K–10 are educated annually on self-reporting procedures through age-appropriate lessons.

Reports of abuse are routed through counselors, school leaders, and/or the Child Protection Officer (CPO). The CPO ensures that the Divisional Principal, Head of School, and Board of Trustees are informed. Preliminary information gathering and documentation are used to determine whether reasonable suspicion exists and whether to initiate the School-Based Response Team.

If a staff member is reported as an alleged offender, CAC will conduct an investigation following the designed course of due process, which protects the rights of both the accuser and the accused. If there is sufficient evidence of abuse, CAC will take action as appropriate. Actions may include, but are not limited to, notifying local and/or international authorities and taking further legal action.

If abuse is reported at home, CAC will conduct a full investigation following a carefully designed course of due process, which protects the rights of both the accuser and the accused. If there is sufficient evidence of abuse, CAC will take action as appropriate.



Actions may include, but are not limited to, notifying parents, employers, or local authorities, and potentially removing the family from the CAC community.

CAC respects the privacy of individuals involved in child protection cases. Identities will be kept confidential to the extent possible. However, in order for an inquiry to proceed, some information may need to be shared. This will occur strictly on a need-to-know basis and only with those directly involved in incident response including, but not limited to, the School-Based Response Team, CAC Administrators, the Board of Trustees, Egyptian officials, parents, the employer of the alleged perpetrator, and/or his or her Embassy. Student safety remains our overriding responsibility at all times.

<https://www.cacegypt.org/PDF/CACChildProtectionGuide.pdf>



SOCIAL, EMOTIONAL LEARNING

Social, emotional learning is the ability to connect with those around you effectively and in a way that enables you to make socially productive decisions. It encompasses emotional, personal and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle in a safe, nurturing and encouraging learning environment which supports and enhances student learning

In the CAC Elementary School, we have several avenues by which students develop their social, emotional skills.

CIRCLE SOLUTIONS emphasizes positive, democratic, and supportive environments where children learn and practice the skills and knowledge to be more aware of their own emotions, to interact better with peers, friends and teachers, and to feel a greater sense of belonging in the school community. Circle Solutions incorporates activities that help to develop a positive classroom atmosphere, to increase social skills, connectedness, resilience, and well being.

THE SOCIAL EMOTIONAL CURRICULUM empowers students to understand and manage emotions, build healthy friendships, solve problems, embrace diversity, and prevent bullying, fostering their growth into compassionate, confident individuals.

POSITIVE DISCIPLINE creates a highly effective middle ground that respects the child, the adult and the situation. Through mutual respect, children feel a sense of connection as they develop cooperation, concern for others and self discipline.

PARENTING TOGETHER WITH POSITIVE DISCIPLINE COURSES are designed especially for CAC parents/guardians and offered throughout the school year. All parents/guardians are invited to join us as we parent together to create more positive and joyful relationships with our children.

CREATING A COMPASSIONATE COMMUNITY

CAC students are expected to behave in and out of school and online in a manner that brings honor to our school in accordance with our CAC Core Values/Learner Profile attributes and in all interactions. Our most important interventions are preventative by building positive relationships within our community. Creating a safe and compassionate community is the responsibility of everyone in the school. Nearly every expected and appropriate behavior fits with the three principles of: *"I am safe", "I am aware" and "I am connected"*

STUDENT LEADERSHIP

Leadership opportunities are provided for students and are communicated directly to students and in blog posts to parents. They provide opportunities to be a helper, friend, and positive contributor at CAC. Leadership roles foster a sense of confidence, self-awareness and responsibility.

House Captains (Grade 5)
Peer Mediators (Grade 5)
Arts Crew (Grade 5)
Eaglets of Change (Grades 3 and 4)
Eagle Council (Grades 4 and 5)



I'm Safe When

- I walk safely
- I am where I am supposed to be
- I ask for help when I need it
- I carry items safely



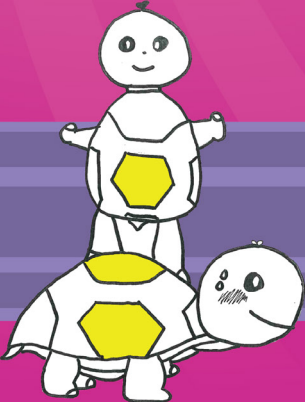


I'm Aware When

- I use an indoor voice
- I consider those around me
- I move directly from one place to another to be on time

I'm Connected When

- I respect others' learning
- I model being caring and open-minded
- I use peoples' names





Safe Cat Aware Owl Connected Turtles

AROUND THE CAMPUS

I'm Safe When

- I take care of spaces, materials, and resources
- I keep my hands and feet to myself





I'm Aware When

- I am mindful of what is going on around me
- I notice when I "flip my lid" and need a break
- I follow expected behavior/ shared agreements
- I am in control of my body
- I use kind words

I'm Connected When

- I support the learning of others
- I respect others' feelings and belongings
- I use my inside voice
- I make new friends, collaborate, and communicate





Safe Cat Aware Owl Connected Turtles

INSIDE

I'm Safe When

- I keep my hands, and feet to myself
- I eat and play in designated areas
- I use equipment safely
- I listen to the supervisors



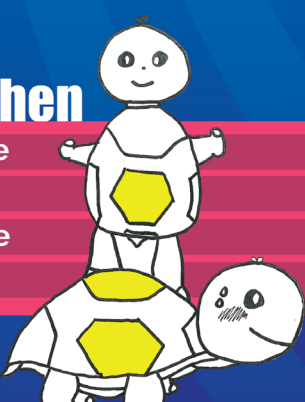


I'm Aware When

- I am in control of my body
- I am aware of what is happening around me
- I do what's right, even when no one is looking

I'm Connected When

- I am kind and compassionate
- I play fairly
- I invite others to play with me
- I help others





Safe Cat Aware Owl Connected Turtles

OUTSIDE

HOW WE RESPOND TO BEHAVIOR

RESTORATIVE PRACTICES

We take a firm and kind approach, and view mistakes as learning opportunities. We follow the process outlined in the table, allowing the student to take responsibility for their behavior and restoration by actively problem-solving and offering solutions and consequences, as much as possible.

- Find out what the behavior was
 - Listening to understand what happened, timeline, matched stories, motivation, natural consequences
 - Feelings at the time of the behavior
- Ask the student why the behavior was a problem
 - e.g. it hurt someone, unsafe, made someone feel...(natural consequences)
- What could they have done instead?
 - and/or what strategy could they have used so it wouldn't happen?
- How will they make amends/restore trust?
 - Agree upon restoration. Hear what will make the other student feel better.
- Together discuss solutions (what needs to be done to make things right?)
 - Together discuss the consequences for their behavior
 - If appropriate to the behavior level, decide logical consequences for their behavior
- **Student completes a reflection sheet (at the end of the process to support their conversation at home)**
 - Student returns the reflection the next school day, signed by a parent. Parents follow up with teachers with questions or concerns

STUDENT REFLECTION SHEETS

Reflecting helps us to think about choices we have made and how they affect the self and others (natural consequences) so better choices can be made in the future. Students bring home their reflection sheet to support their conversation with parents. We ask parents to support their child with these conversations and return the sheet signed back to school.

If you have any questions, comments or concerns about the behavior and/or consequences, please contact the teacher.

BEHAVIOR LEVELS

When students make mistakes, they fall into one of the following 3 behavior levels.

Behavior Level	Examples	Communicated by:
Level 1 Low-level, annoying, disruptive	- Not following directions - Yelling, noise-making at inappropriate times, talking at inappropriate times - Refusing to do work - Interfering/disruption with others' learning	Parent contact at the teacher's discretion
Level 2 Disruptive, hurtful, conflict-generating	- Arguing with adults/talking back, not following directions on a regular basis - Interruption or disruption of self or other's learning on a regular basis - Talking at inappropriate times regularly - Teasing, name-calling - Throwing materials intentionally, improper use of equipment - Damaging property, e.g. Intentionally writing/scribbling on furniture/another child's work, breaking materials or belongings - Academic dishonesty such as copying, plagiarism	Teacher contacts parents The teacher contacts parents of the student aggrieved
Level 3 Chronic, dangerous, repeated, disruptive, unsolved	- Severe or chronic physical aggression—towards self, others, or property - Severe verbal aggression- threats, harassment, teasing, racial, ethnic, religious or sexual slurs - Leaving assigned areas without permission - Serious, unsafe, or potentially harmful behaviors (e.g. hitting, biting, kicking) - Taking other's possessions without permission - Cyberbullying, bullying - Recurring academic dishonesty - Possession of weapons - Chronic level 2 behaviors that now require Admin attention	Immediate referral to Admin (ES Office) Admin contacts parents

CONSEQUENCES

Consequences for levels 1 and 2 behaviors will be appropriate to the child and the situation and will encourage making good choices.

Consequences for level 3 behaviors could be in-school/out-of-school suspension or expulsion. The length of the consequence is at the administrators' discretion.

ZERO TOLERANCE POLICY ON RACIAL SLURS AND RACIST LANGUAGE

Racial slurs, disparaging remarks about a person's race or ethnicity, and any form of hate speech are entirely unacceptable and have no place at CAC. Such language is harmful, offensive, and contrary to CAC's Core Values. The use of racial slurs undermines our commitment to creating an inclusive environment where everyone feels valued and respected.

CONSEQUENCES FOR USE OF RACIAL SLURS AND RACIST LANGUAGE

Any student found using racial slurs and/or racist language will face immediate and serious consequences. These may include but are not limited to:

- Immediate referral to the administration.
- Parental notification and a mandatory meeting.
- Participation in restorative justice and/or educational programs.

Disciplinary actions depend on the severity and context.

- First Offense: Up to two days suspension
- Second Offense: Up to three days suspension and behavior contract
- Third Offense: Up to five days of suspension and possible expulsion

BULLYING BEHAVIOR

Our school will not tolerate bullying behavior. Bullying behavior is when someone keeps being mean to someone else on purpose. The target of the behavior hasn't been able to make it stop. It is unfair and one-sided. It may include face-to-face or cyberbullying interactions. Reported incidents will be taken seriously and thoroughly investigated. The school will make reasonable efforts to keep a report of bullying behavior and the results of the investigation confidential. Administration will consider in-school/out-of school suspension or expulsion.

The length of consequence is at administrators' discretion.





HOUSE SYSTEM

House Events bring students from different grade levels together to create a sense of unity across and within grade levels. Families belong to the same House Team and parents are welcome to observe and sometimes participate in the House Events. Monthly House events are organized during Tuesday assembly time, where students work together in a variety of cooperative games and activities enabling all to demonstrate their learner profile attributes. Leadership opportunities are provided for students in the fifth grade to be House Captains.

HOUSE SHIRTS

When a new student arrives at CAC, they are placed into a House team. House shirts can be purchased from the Spirit Store, located on campus.



ACCEPTABLE TECHNOLOGY USE & PUBLICATIONS

ACCEPTABLE USE (TECHNOLOGY)

Having access to CAC's Internet facilities is a privilege and not a right. Communication over CAC networks is not private and authorized personnel may access any computer, its files and any other related equipment at any time. In addition, electronic mail and telecommunications will not be used to share confidential information about students or employees without proper authorization.

TECHNOLOGY USE AGREEMENTS

Please review these agreements with your child. Your child will also have these agreements explained to them at school. All students must have this document agreed upon and digitally signed by at least one parent or guardian. The form is sent via class blogs. The completion of the form will indicate you and your child accept these agreements. The agreements will be in effect for the entire time your child is in CAC or until a significant change results in a new agreement.

Carlos Bustamante: Director of Technology

Using technology is a privilege, and any privilege comes with responsibility. Here are CAC's technology use expectations.

If electronics are brought to school they need to be handed to the teacher at the beginning of the day and picked up at the end of the day.

I understand that using any school technology or network is a privilege I must earn through responsible use. If I do something with my device that is not in line with these agreements, I will let a trusted adult know and ask them to help me make it right. Consequences will be given. If I can't consistently keep up my part of this agreement, I understand that privileges may be removed for a time and that I may face additional consequences.

Student signature: _____ Parent signature: _____ Date: _____

KEEPING YOUR CHILD SAFE ONLINE

At CAC, student safety includes their time spent learning online. We use a layered system to ensure students are protected while using technology at school.

- Supervised Devices (PreK–Grade 2)
- Younger students use school-owned iPads that are carefully managed and restricted to age-appropriate content and educational tools.
- Managed Laptops (Grades 3–5)
- Students in upper elementary use school-managed laptops that allow teachers to monitor activity in real time and guide safe, responsible use.

- Whole-School Internet Safety
- Our campus network includes advanced filtering and firewalls that block access to unsafe or inappropriate websites across all devices.

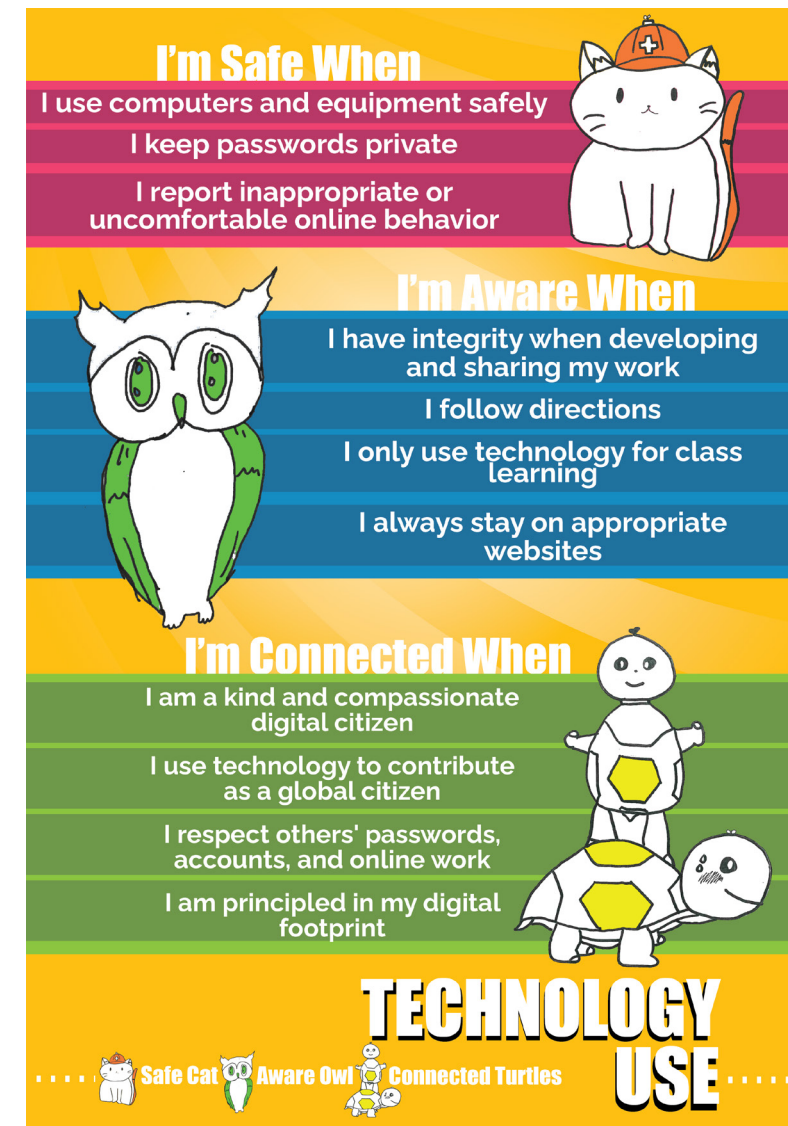
All technology use at school is supervised by staff and supported by a responsible use agreement shared with students and families. We are committed to creating a safe and focused digital learning environment for all learners.

CELL PHONES AND OTHER ELECTRONIC DEVICES

In Elementary School, electronics are not to be brought to school. This includes smartwatches, phones, tablets and computers. Exceptions are made through the Health Office.

PUBLICATIONS

The school encourages students to express their views in school sponsored publications, but they must observe rules for responsible journalism.



HEALTH OFFICE & FORMS

The Health Office at CAC is staffed by a nurse and an executive assistant, and is available to students from 7:30 am to 4:00 pm. The nurse provides first aid, emergency care, and makes referrals as needed. A medical doctor is available if necessary. The nurse also performs the following: administers medications, conducts health screening (vision, dental, height, weight), gives puberty talks, and checks heads for lice.

STAYING HEALTHY

Children learn best when all basic needs are being met. This means a full stomach, a good night's sleep, and building a strong immune system. When your child is not feeling well, you may wonder if you should send them to school. Here are some guidelines you can follow to ensure your child's and the school's health.

- Fever-free for 24 hours before returning to school
- Diarrhea and vomit-free for 24 hours
- Cough is mild and infrequent
- Rash free
- 24 hours after starting eye treatment

ACCIDENTS, INJURIES, AND FIRST AID

In the case of an accident or emergency involving a student on the CAC campus during the school day, the school must attempt to contact the parents or guardians. If deemed necessary, the school will arrange or give emergency treatment.

The procedure to be followed by the school nurse(s) is:

1. Administer immediate first aid as needed;
2. Notify appropriate Principal;
3. Determine if treatment at a medical facility is needed;
4. Attempt to telephone parents/guardians to notify them of incident; also secure permission to take the student to medical facility if indicated;
5. If parents/guardians are available, they should accompany the student to/or meet him/her at medical facility of their choice;
6. If parents/guardians cannot be reached by telephone and the student must be treated immediately, the Emergency Contact is called.
7. If parent/guardian is not available and treatment is needed, the nurse and/or other appropriate school official will contact the school physician and if necessary, take the student to the As Salam International Hospital.
8. A school nurse or suitably qualified deputy will remain with the student until a parent/guardian has arrived.

An accident report form is to be filled out whenever an accident resulting in a potentially serious injury occurs, e.g. serious head injury, fractures, deep lacerations, etc. Copies are sent to the Superintendent, student's Principal, student's teacher/supervisor, student's medical file, business manager and Health Office file.

Forms should be filled out promptly so as to obtain the most accurate information possible. Any accident cause that can be remedied should be reported and/or work orders submitted.

REQUIRED IMMUNIZATIONS AND STUDENT PHYSICAL EXAMINATIONS

All new students entering CAC must have a medical examination completed by a physician, dated no more than six months prior to their first day of school, and submitted on the CAC Medical Form. A medical history and annual update must also be completed by the parents/guardians in accordance with guidelines published in the Parent-Student Handbook.

Parents/Guardians of continuing students will update/complete the Health Office "Annual Student Information Form" available on Skyward. In addition, continuing students moving to grades 3, 6 and 9 are required to have a physical examination conducted by a physician. A thirty-day grace period from the opening day of classes is allowed to meet these requirements.

Any student with a chronic disease (e.g. diabetes, cardiac conditions, epilepsy, etc) must have an annual physical examination by a physician. A thirty-day grace period from their first day of classes is provided to meet these requirements.

WHEN TO KEEP KIDS HOME!



FEVER



EYE
INFECTION



RASH



DIARRHEA
& VOMIT



LICE



NON STOP
COUGHING

WHEN TO RETURN TO SCHOOL



FEVER
FREE FOR
24 HOURS



24 HOURS AFTER
STARTING EYE
TREATMENT



RASH
FREE



DIARRHEA
& VOMIT FREE
FOR 24 HOURS



AFTER FIRST
LICE TREATMENT



COUGH IS
MILD AND
INFREQUENT

Immunizations for communicable childhood diseases and for certain diseases endemic to Egypt are required for students attending CAC. Required immunizations are based upon the guidelines of the American Academy of Pediatrics, the Centers for Disease Control and the World Health Organization. A thirty-day grace period is allowed for students who have not fulfilled the requirements of this policy upon enrollment at CAC.

In order to participate in CAC-sponsored athletics and/or overnight field trips of any sort, up-to-date health records must be on file in the Health Office.

Copies of all student health forms and records are held in the school's Health Office and will be released to parents/guardians upon withdrawal from CAC. In cases where the student is 18 or older, the records will only be released to the student.

ADMINISTERING MEDICINES TO STUDENTS

It is not the intent of CAC to criminalize the legitimate use of prescription drugs or over-the-counter drugs.

No medication shall be given by any person at the school, except as permitted by written permission of a physician or the written permission of the parent(s)/guardian(s) of the student receiving the medication*. Guidelines are published in the Health SOP and the Parent Student Handbook.

All students requiring prescription drugs** must inform the school nurse and provide written instructions (on the required medical release form) for use to include:

- amount to be given at one time;
- time of day the medication is to be given;
- for how long the medication is to be given.

Students should give medication to the nurse upon the student's arrival at school. The medication will then be administered by the school nurse or other qualified personnel. If it is determined by the nurse, and with the parent's/guardian's written permission, to be in the best interest of the student, certain prescription medicines such as inhalers may be kept on the student's person. This decision should be based on the maturity of the student and the need for prompt treatment.

Common, over-the-counter pain relievers, such as aspirin, acetaminophen, (Tylenol), or ibuprofen (Advil) may be kept by the student (grades 8-12) in reasonable quantities, generally defined as a single day's supply. Abuse of these drugs or any other over-the-counter drug will result in disciplinary action.

NOTES:

*The required student health forms include a standard parental permission form for the administration of first aid and medicines.

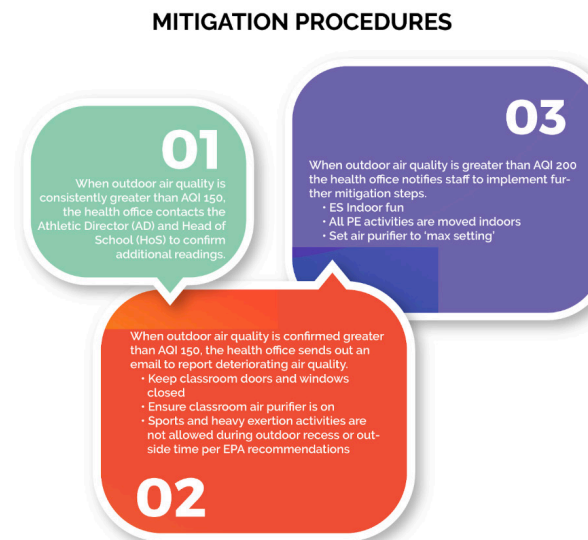
** Prescription Medicine as defined in the United States

TRANSITIONING TO SCHOOL AFTER A MAJOR INJURY

If a student is returning to school with an injury requiring special consideration for school routines, a student transition meeting will take place prior to the student returning to school. Please inform your child's class teacher who will coordinate the meeting and transition plan.

OUTDOOR SAFETY (AIR, TEMPERATURE)

The Health Office monitors both air quality and temperature to ensure that it is safe for students to be outside. If the temperature is above 40 degrees Celsius or air quality is poor, recesses, PE classes, and ASAs will be held indoors. Daily use of sunscreen and hats is highly recommended.



CLASS PLACEMENT

CAC recognizes the importance of thoughtful placement of students when moving from one grade level to another. We recognize and value diversity of style and personalities of the teaching staff, as well as the multi-faceted diversity of our students. Placement decisions are made that will maximize the learning opportunities for all students and create a balanced class, based on the criteria below.

Procedures and Criteria:

The following criteria are taken into consideration when the school is establishing new classes for the coming academic year:

- Gender
- Academic strengths
- Balance of nationalities
- Students requiring special considerations (e.g., twins, learning support needs)
- Social balance
- Learning/teaching styles
- Date of birth

Classroom teachers draw upon detailed information about each student to guide this process, including parent feedback throughout the year regarding social, emotional, and academic growth. We do not take individual parent requests for class placement. Single-subject teachers and representatives from the student support team are consulted. The Principal finalizes class lists, based on the advice of these teams. Class lists are published the day before the new school year starts.

ACADEMIC HONESTY & PROBATIONS

ACADEMIC HONESTY

Academic Honesty requires students to properly credit/cite the ideas and writing of others, submit their work for tests and assignments without unauthorized assistance, to not provide unauthorized assistance regarding assessments or assignments to other students, and to report their research or accomplishments accurately.

ACADEMIC PROBATION

Any elementary school student who fails to meet minimum academic requirements may be placed on academic probation.

DISCIPLINARY PROBATION

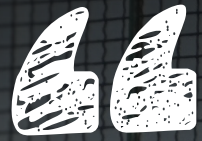
Students may be placed on disciplinary probation at any time during the school year for failure to meet attendance or behavior standards. A student on disciplinary probation will need to meet specific conditions. At any time a student fails to meet the specific conditions set, the student and the parents/guardians will be asked to meet with the Principal and the Principal may recommend to the Head of School that the student be withdrawn from CAC.

PROBATION CONDITIONS

All probations, whether they be academic or disciplinary, will be for a specific period, with specific conditions that must be met if the probation is to be lifted.



THE CAC ES EAGLE SONG



CHORUS:

*We are the Eagles, the kids from CAC.
We are the Eagles, a friendly family.
We are the Eagles, many countries many kinds.
We are Eagles, with bright creative minds!*

VERSE #1:

*Our sharp eyes make us artists; attentive when we sing.
Powerful wings and vision help us do amazing things.
We're fearless when defending those who need support and aid.
We focus on community, with courage, unafraid.*

VERSE #2:

*Eagles are tenacious, soaring up on high,
Viewing all of CAC and friends who live nearby.
We come from many places, and we have a lot to give.
Acknowledging each other's worth, that's how we want to live.*

<https://www.cacegypt.org/videos/EagleSongRockVersion.m4a>





HOME & SCHOOL PARTNERSHIP

PROFILE OF A CAC PARENT

CAC parents and caregivers play a formative role in the development of a child's character and awareness of our core values. Caring adults also act as influential role models in a child's life. The onus for promoting and upholding CAC's Core Values rests on all of us, because as adults, we have the capacity to reason and control our actions. CAC expects that each adult will model positive behavior at all times, whether on our campus or within the wider community. Therefore, our communication will be respectful and responsible in private and in public, with the intention of generating solutions while remaining open-minded, divergent, and flexible in our thinking. CAC adults collaborate to support students' development of the CAC Core Values through:

- Consistently demonstrating the CAC core values of respect, responsibility, and integrity
- Demonstrating compassion, caring, and forgiveness, for self, community, and the world
- Demonstrating global citizenship by showing cultural awareness respect, and empathy; social responsibility and service; and environmental integrity and action
- Demonstrating positive habits of mind, such as: perseverance, planning and organization, initiative, leadership, self-discipline, teaming and cooperation, sense of humor, and making healthy lifestyle choices.

PARENTS VISITING CLASSROOMS

The school encourages parents/guardians to take an active interest in the school and in their children's education, and wishes to welcome parents/guardians when they visit the school. In the event of a classroom visit, parents/guardians are asked to make arrangements with the teacher in advance or through the Principal's Office.

CONTACT DETAILS

It is critical that the ES Office and the Health Office has accurate contact information for all of our students' guardians. We must be able to contact you, or someone you have nominated, in case of an emergency. If your emergency contact information changes, please update information in Skyward as soon as possible. Please check the tutorial on the CAC Dashboard.

No employee of the school will share student contact information if permission has not been given.



COMMUNICATION & REPORTING

Maintaining communication between the school and parents is vital to student success. In the case of an emergency, the ES Office can relay a message to the appropriate class teacher/s. Teachers are happy to talk with parents and are the first point of contact, should you have any questions or concerns. If you would like to discuss a matter in detail, please make an appointment with the teacher involved. If the matter remains unresolved, please contact the ES Principal. If further attention is necessary, please telephone the Head of School assistant 2755-5505.

The Elementary Principal is always available and welcomes communication by either telephone, 2755-5222, email, or in person. The Assistant Principal can also be contacted if the Principal is not available.

The following formal communication tools are also used to keep parents informed:

PARENT ONLINE DASHBOARD - Your dashboard provides a one-stop, customizable place for you to find everything you need to know about the school, from Co-Curricular Activities to links to class blogs. Contact Mona Abdelhady with any comments or questions - mabdelhady@cacegypt.org.

PRINCIPAL'S, GRADE-LEVEL, AND SINGLE-SUBJECT BLOGS - These are the places to find everything you need to know about student learning. The blogs give information about happenings in the class, the material currently being covered, and assessments. The Principal's blog will highlight division-wide news and information. Grade-level pages share grade-specific information, including important curricular highlights, notices, and dates. Single-subject pages shine a spotlight on our rich specialist programs. All can be accessed through your Parent Dashboard.

PARENT DAY - is held at the beginning of the school year and gives the opportunity for parents to meet the teacher to share goals and information about their child, to support a successful year.

GRADE LEVEL INFORMATION FOR PARENTS - Grade-level specific information is shared at the beginning of the year to give parents the opportunity to better understand curriculum, programs, activities, and educational philosophies in the Elementary School. The information is located on each grade level blog.

REPORTS – reports are made available electronically through Skyward at the end of each semester. Parents/guardians will be sent an email with instructions as to how to access report cards, just before they are posted. All fees (library, tuition, hot lunch, etc.) must be settled before you will have access to your child's records.

Keys on Report:

Achievement Levels

E = Excels in This Standard: The student consistently demonstrated an in-depth understanding of the standard, excelling at grade level expectations. Performance is characterized by high levels of quality and complexity.

M = Meeting Grade-Level Expectations: The student consistently demonstrates a thorough understanding of the standard, meeting grade-level expectations. The student applies the concepts, processes, and skills.

A = Approaching Grade-Level Expectations: The student demonstrates some understanding of the standard. Performance is inconsistent and varies in regard to accuracy and quality.

N = Not Yet Achieving Grade-Level Expectations: The student does not demonstrate an understanding of the standard. Students are well below grade level expectations. Performance is inconsistent, even with support.

N* = Not Yet Achieving Grade Level Expectations: The student does not demonstrate an understanding of the standard as a result of their English proficiency.

***** = Not Assessed At This Time

NM = No Mark: Due to attendance or late enrollment.

SKYWARD HOLD

CAC restricts access to the family Skyward account when a student fails to return a school item, such as an athletic uniform, tech item or books borrowed from the library or the classroom. In addition, this restriction is enforced if the family owes some payment to the school (tuition payment, etc.). This hold is released when those items are returned or when the payment is made. Kindly remember that the Skyward is a family account, so the access restriction will prevent access for everyone in the family, even if only one of the siblings has failed to return an item.

CONFERENCES & REPORTING TIMELINE - an opportunity for parents and teachers to discuss individual student growth and needs. Students in grades 2 through 5 are expected to attend part of the conference to report on their academic and social goals.

Please note that conferences will not be rescheduled except in the case of a Principal-approved family emergency, due to the nature of the day.

- Parent Day (August)
- Parent-Teacher Progress Conferences (November)
- Semester 1 Report (December)
- Parent-Teacher Progress Conferences (February)
- Student-Led Conferences & Portfolios (May)
- Semester 2 Report- Accessible through Skyward on the last day of school (June)

STUDENT-LED CONFERENCES & PORTFOLIOS

All ES students collaborate with their teachers to create a portfolio of personal learning evidence each year. It documents their learning journey. Student-Led Conferences are an opportunity for students to share their portfolios and communicate their own progress for the year.

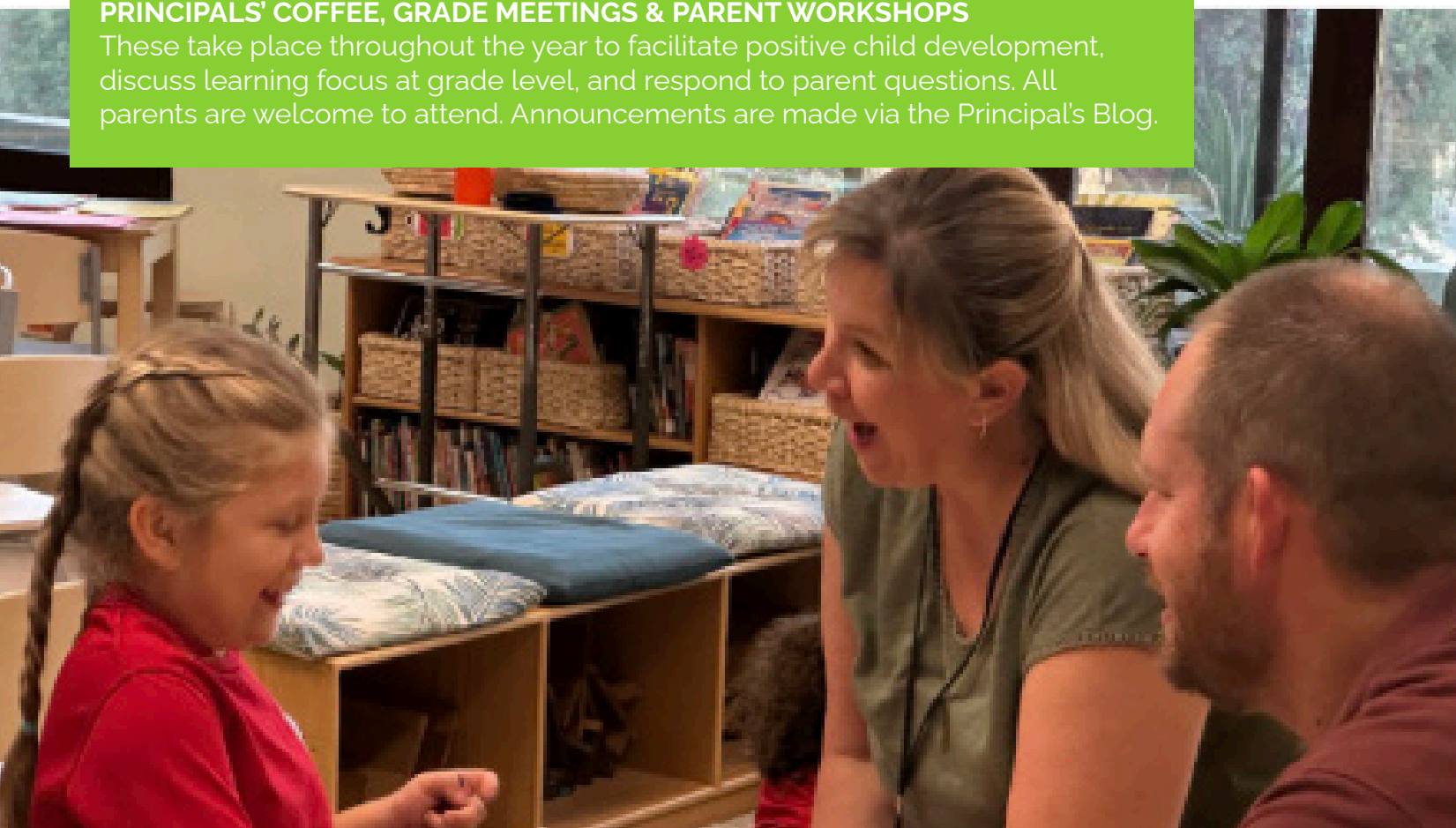


OFFICE PHONE

The office phone is not available for student use. Please make sure your child's pickup arrangements and play dates are scheduled in advance.

PRINCIPALS' COFFEE, GRADE MEETINGS & PARENT WORKSHOPS

These take place throughout the year to facilitate positive child development, discuss learning focus at grade level, and respond to parent questions. All parents are welcome to attend. Announcements are made via the Principal's Blog.



PTO: PARENT-TEACHER ORGANIZATION

The CAC Parent-Teacher Organization (PTO) is a vibrant, multicultural community made up of parents/guardians, faculty, and administrators. From the moment you join CAC, you become part of the PTO. It serves as a vital source of support, guidance, and practical resources.

Throughout the year, the PTO organizes a wide range of fun and meaningful events for the entire school community. These include Halloween celebrations, the Winter Bazaar, the International Festival, teacher and staff appreciation initiatives, and more. In addition to strengthening the CAC community, the PTO also engages with and supports local organizations.

All community members are encouraged to take an active role—whether by participating in events, joining a committee, or serving on the Executive Board. Monthly meetings provide a space to share ideas, collaborate, and develop programs that reflect the unique needs and spirit of our diverse community.

Examples of Roles and Structures within the PTO:

ES PTO LIAISON

Acts as a vital link between Elementary School (ES) parents and the ES administration.

HEAD OF ROOM PARENTS AND ROOM PARENTS

Support communication among parents, teachers, the ES Liaison, and support staff as needed.

COMMITTEES

Committees are formed in response to the evolving needs of the CAC community. Each committee is led by a chairperson and welcomes volunteers to contribute their time and talents. These groups play a key role in shaping PTO initiatives and strengthening our school community.

Examples of past committees include:

FUNDRAISING COMMITTEE – Supports school-wide initiatives through creative and effective fundraising efforts.

COMMUNITY EVENTS COMMITTEE – Plans and organizes inclusive events that bring families together and celebrate our diverse community.

WELCOME COMMITTEE – Helps new families feel at home by providing information, support, and a warm introduction to CAC.

If you are interested in participating in the PTO in any capacity, or if you have any questions or concerns, please feel free to reach out to us at cacpto@cacegypt.org.



HOME LEARNING

ELEMENTARY SCHOOL HOMEWORK EXPECTATIONS

Our approach to homework is grounded in research and best practices in education. All home-learning experiences are designed to be developmentally appropriate and tailored to meet the needs of individual students.

Homework in Elementary School serves as an opportunity for students to practice and extend their learning, not as a measure of academic achievement. It should be meaningful, manageable, and something students can complete independently.

We value a balanced approach to learning and recognize that unstructured play, personal interests, and family time are essential to a child's development. We encourage families to support students in maintaining a healthy balance between school responsibilities and time to relax, explore, and grow in other ways.

HOMEWORK PROCEDURES

DAILY READING:

Students are expected to read at home each day. This may be done in English or the student's mother tongue. The focus is on building a lifelong love of reading through positive and engaging experiences.

- Read-aloud supports vocabulary growth and conversation.
- Independent reading to support fluency and enjoyment.

OTHER ASSIGNMENTS:

- Students may occasionally need to complete further practice, unfinished classwork, or contribute to project-based learning at home.
- Specific home-based strategies may be recommended by our Student Support Team, Learning Support Services, or English Language Learning teachers if additional practice at home will support a student's success.

ORGANIZATION AND RESPONSIBILITY:

- Students in Grades 3–5 will use planners to help them stay organized and keep track of their assignments and activities.
- While homework is not formally graded or recorded on report cards, teachers may provide feedback to support learning.
- Homework completion will be reflected in students' learning behaviors, such as responsibility and organization.

ES ASSEMBLIES

Assemblies provide an opportunity for all students to participate in curricular and community opportunities with their peers. They also offer a time to recognize students or highlight actions that reflect our values. Our assemblies help to create a united elementary community. We offer several types of assembly including whole school, Grade band level, and house events. Details of upcoming assemblies can be found in Grade Level Blogs.

AUDIENCE ETIQUETTE

All CAC community members are asked to respect our performers with appropriate audience etiquette.

A good audience looks and sounds like...

- Sitting quietly in their seat
- No hats
- No food or drink
- Offer respectful applause when the performance is done



CELEBRATIONS, EVENTS & PARTIES

CAC has a very active campus. There are special events happening across our campus regularly. These range from classroom learning celebrations to whole school festivals. Please take time to read all communications issued by the school to be abreast of the latest events.

SOME OF OUR LARGER EVENTS INCLUDE:

- International Peace Day
- International Festival
- Egypt Festival
- Global Play Day
- Kids' Day
- Halloween
- Winter Celebrations
- Family Picnics
- House Events
- ES Musical
- The Variety Show
- Grade 5 PYP Exhibition
- Pool Big Splash
- Grade 5 Moving on Ceremony (cost involved)
- Overnight/s and overseas trips (Honor Choir, Mediterranean Cup, Alexandria & Faiyum have a cost involved)

Parties and celebrations happen in the ES throughout the year where refreshments and decorations are required. For our winter and summer celebrations, the catering is arranged by the school. Care is taken to avoid incorporating religious beliefs or personal values into these activities.

BIRTHDAYS

Student birthdays are recognized in the classroom. We ask parents to not send in birthday treats. Any private party invitations should include all members of the class. If all class members will NOT be invited, we ask that you use other means besides the school to send out party invitations.

If you would like to have a birthday party on campus on a weekend, the school does not book the playground area, but if the facilities are available, you are welcome to use them. Please leave the premises clean and tidy.

No after-school birthday parties as the campus is used by CAC students.

The pool area can be booked for special events outside of the times when the pool is being used for programs or the published Open Swim hours. The cost depends on the time and number of expected guests. You need to visit the Pool Office during open swim hours to schedule the event and complete a pool rental form.

TREATS

We ask parents not to send in treats to school. We will not accept deliveries for birthdays, leaving parties or any events.



GUARDIANSHIP POLICY

The following Guardianship Procedure applies to all students, PreK-12:

Students admitted to CAC must live with their parents. However, there are circumstances in which guardianship will be considered as an acceptable alternative. Although not meant to be a comprehensive list, below are some examples of situations in which guardianship would be considered acceptable:

- Family emergency
- Parents are incapacitated
- Legal problems regarding child custody
- Humanitarian (e.g., war in home country)
- Brief business trips for a working single parent

Examples of unacceptable reasons for establishing guardianship are as follows:

- Parents do not reside in Cairo
- Excessive periods of time when family is absent from Cairo (e.g. more than 26 calendar days in total during an academic year)
- A family employee (e.g. housekeeper or driver) is not acceptable to CAC as a guardian

Guardianships fall into two types, on the basis of duration, each of which is governed by different procedures:

SHORT-TERM GUARDIANSHIPS (1 to 14 calendar days, inclusive; not to exceed 26 calendar days in any one academic year) are to be used when both parents will be outside of Cairo for any temporary purpose such as a business trip, family emergency, medical issues, personal, etc. The guardian is responsible for the day-to-day welfare of the student. In the case of students less than 12 years of age, an adult is required to sleep in the same house as the students. Prior to their departure, the parents are required to notify the Principal's Office, classroom teacher, and the Health Office, providing the expected duration, appointed guardian name & contact information, and parent contact information for use in emergency.

LONG-TERM GUARDIANSHIPS (exceeding 14 calendar days) are not to exceed one academic year except in extraordinary circumstances, and are to be considered by the school administration on a case-by-case basis. The designated guardian and the parent(s) must meet with the relevant school Principal prior to assuming the role of guardian. CAC must approve both the reason for the long-term departure of the parents and the designated guardian. The long-term guardian acts in loco parentis and assumes full responsibility for the child's school welfare and any decision associated with it. Failure to comply with these procedures will result in suspension of the student until the guardianship situation has been resolved to the satisfaction of CAC administration.

STUDENT CONTACT WITH ADULTS

Any person other than a CAC staff member or a student's parent/guardian who wishes to meet with a student during the school day must receive permission from the principal or his/her designee.

Children of estranged parents/guardians can be visited by and/or released only with a written approval of the parent/guardian who, under the law, is responsible for the child, and who is so listed in school records.



WITHDRAWAL FROM CAC

If you find that your circumstances have changed and you must withdraw from CAC, please contact our Admissions Office (registrar@cacegypt.org) as soon as possible. The Admissions Office will guide you through the process of leaving CAC and transitioning to a new school.

Once a family has officially confirmed their withdrawal with the Admissions Office, the student will be invited to join Goodbye Groups to support their transition. Because many families may be considering a possible move, students are only included in these groups after the withdrawal process is official. This helps ensure the groups are appropriate for departing students and avoids unnecessary worry for classmates who are staying.

If records (e.g., report cards, letters of recommendation) are needed for the next school prior to withdrawal, families must complete a document request form in the ES Office. Once all documents have been compiled, they will be sent directly to the recipient via the preferred delivery method indicated on the form. This must be received at least 5 working days before they are required by the prospective school.

STUDENT RECORDS

Student record data are designed to promote the welfare of students. When parents/guardians and students fill out forms and give personal information about themselves, they have a right to expect that such information will be used in a professional manner and in the best interests of the students.

An accurate record shall be maintained for all students attending the school. All such records will be preserved, as prescribed by applicable laws and school regulations. Guidelines for the availability of student records are described in the Parent-Student Handbooks.

THE SCHOOL BOARD OF TRUSTEES

Cairo American College is governed by a Board of Trustees (known as the School Board), which operates under Articles of Administration and a set of By-Laws. The operational guidelines for the Board of Trustees are delineated in the CAC Board Administrative By-Laws (BAB).

Members of the Board represent the CAC community either as individuals or as representatives of specific organizations. The School Board is composed of a minimum of six and a maximum of 12 members, who serve at the pleasure of the majority of the Board.

GIFTS & SOLICITATIONS

GIFTS

The routine or "obligatory" giving of gifts among Staff Members, or by students or parents/guardians to Staff Members is discouraged. To avoid unnecessary pressure on Staff Members, and especially on students, who, for many reasons, may not be able to participate, gifts should be limited to small items and tokens of appreciation.

STAFF SOLICITATIONS

No employee of the school shall, either in the name of the school or in the name of any activity, solicit contributions or donations from institutions or companies without the approval of the Board of Trustees.





BEING PREPARED FOR SCHOOL

ARRIVAL & DISMISSAL

PARENT RESPONSIBILITIES

For students to start their day calm and prepared, we ask parents to ensure the following home routines:

- Children arrive on time to school. We strongly suggest a 7:50 am minimum drop off, allowing early morning routines and friendship greetings.
- Read school communications (blogs)
- Inform children of their snack and lunch
- Inform children of their after-school plan
- Include class schedule for PE, swim bag, recorder as needed

ARRIVAL

Our campus opens to welcome students from 7:30 am. Our play spaces are supervised from this time at 7:45 am music plays for students to make their way to their class. If an ES student is on campus before 7:30 am, they must be accompanied by a guardian.

PreK and KG parents are welcome to drop-off and pick up from the classroom throughout the year. Grade 1 parents may walk their children to class through the end of August. Students will walk to class independently from September. Parents of students in Grades 2-5 are welcome to walk their children to class on the first day of school. We are working together to develop responsible, independent learners. Please say goodbye to your children on the ES lawn. With our encouragement, they are ready from an early age to walk to class and to prepare themselves for the day.

DISMISSAL

- PreK - Grade 5 dismissal is at 3:05 pm.
- Students are expected to leave school upon dismissal at 3:05 pm unless engaged in an organized Co-Curricular Activity or being directly supervised by an adult after dismissal.
- A child who is to be dismissed during the school day must have a note from the parent or guardian. Parents or guardians will pick up the student at the Elementary Office, where they will be given a pass to show security. Security will not allow you to exit without this pass.

DISMISSAL CARDS

Dismissal cards are shown to security in order for a student to be allowed off campus. If a security guard is not familiar with the adult taking the student, they will ask to see the dismissal card, even if the student is with their parent.

GATE 7 DISMISSAL

Gate 7 is only for student dismissal. No adults may enter or leave via Gate 7.

Please share the following routine with nannies and drivers. This routine will support a safe and orderly dismissal process.

- 1- Everyone is asked to line along the CAC wall.
- 2- One at a time, the nanny or driver shows the dismissal card and says the child's name.
- 3- The CAC staff member will confirm and call for the student.
- 4- The nanny/driver moves into the second line to wait for the student to be dismissed out the door, then leaves the waiting area immediately.
- 5- Cars are not permitted to wait outside the gate.
- 6- The gate closes at 3:15 pm and again at 4:15 pm.

Please be aware that Tuesdays and non CCA days often have a higher volume of students leaving via Gate 7. Parents are asked to use the Main Gate.

Dismissal cards are shown to security in order for a student to be allowed off campus. If a security guard is not familiar with the adult taking the student, they will ask to see the dismissal card, even if the student is with their parent.

PLAYGROUNDS ARE UNSUPERVISED AFTER 3:05 PM

- After 3:05 pm, students will go to the ES Office, and parents will be contacted. We understand that emergencies may happen.
- After 4:05 pm, students will go to the Campus Supervisor who will contact parents by phone and/or email until 5:00 pm.
- After 5:00 pm, students will wait with security.
- Parents, or a designated responsible adult, must accompany Elementary age (or younger) children to provide direct supervision while on campus during community hours.
- After-school hours, all buildings on campus are out of bounds- including hallways, ramps, and stairways.
- The Campus Supervisor supports campus facility use and rules, 3:05 pm - 5:30 pm.



BUS SERVICE

BUSES

Bus transportation is provided to major areas with defined stops according to prevailing residence patterns. Traffic patterns and other conditions may warrant a change of route and drop-off point. This may be reviewed periodically if there are significant changes in the pattern of residence distribution. The school does not provide door-to-door service, nor does it provide a one-way service.

THE BUS SERVICE IS AS FOLLOWS:

Grades PreK-5 buses leave at 3:20 pm. Elementary School Co-Curricular Activities (CCA) buses leave at 4:20 pm.

If students are not in Co-Curricular Activities, they must take the bus that departs at 3:20 pm. If your child will not be riding the bus on any particular day, please use the Dismissal App before 2:00 pm on the day.

The late bus at 5:30 pm is not available for Elementary students, only Middle and High school students.

BUS BEHAVIOR EXPECTATIONS

Riding the school bus is a privilege. Students who do not follow the rules and regulations will be reported to the office. Parents will be notified of the situation and the student may be suspended from riding the bus, at first temporarily and if necessary, permanently.

Permission to ride another bus or to have a friend visit are not allowed.

The school is not responsible for students before they get on and after they get off the bus. Pre-K and Kindergarten children must be taken to the bus stop and met upon their return home. The school strongly recommends that students in grades 1-3 are also taken to the bus and met either by an adult or by a responsible older student.

Buses leave at the scheduled time, no exceptions. If an elementary student does not make it to the 3:20 pm bus on time, the Motor Pool Office informs the ES Office. Parents are then contacted to decide campus pick-up or wait for the next bus at 4:20 pm. If a student misses the 4:20 pm bus, campus pick-up is required.

SCHOOL BUS SAFETY RESPONSIBILITIES & PROCEDURE GUIDELINES FOR DISMISSAL & ARRIVAL AT CAC

The elementary bus arrival and dismissal procedures have been developed to ensure safe bus riding and assist in understanding the school bussing system in our elementary division for our youngest bus riders. It provides an overview of specific responsibilities within our system. Within broad guidelines established by the elementary division in conjunction with CAC's Operations Manager, the responsibility for the school bus transportation system is delegated to the Transportation manager and members of his staff.

I'm Safe When

- I wear my seatbelt
- I face the front of the bus
- I listen to the driver and bus monitor
- I tell the bus monitor if there is a problem



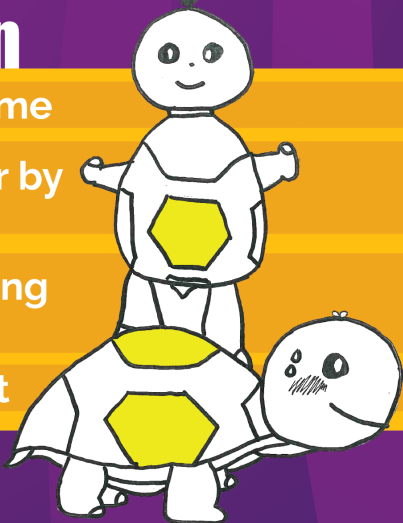


I'm Aware When

- I keep my belongings with me
- I am respectful of people around me
- I get on and off the bus on time and I have my belongings

I'm Connected When

- I talk with people sitting next to me
- I greet the bus monitor and driver by their name
- I help other bus riders by modeling expected behavior
- I offer help if someone needs it





Safe Cat Aware Owl Connected Turtles

ON THE BUS



The Board has adopted several specific policies relating to school bus discipline, emergency procedures, and the like, but it is stressed that a safe and successful transportation operation requires the cooperation and understanding of students, parents, bus drivers, school administration and School Board.

This information is published in order that students, parents and all others concerned with the safe operation of the bussing system have the opportunity to become aware of the major factors and interlocking responsibilities that combine to provide a safe and adequate school bus service.

If parents choose to use the bus service, they are responsible to inform CAC of their child's bus plans each day. Dismissal bus plans need to be logged before 2:00 pm on the Dismissal App. If we have ongoing miscommunication regarding bus riding, the Elementary Principal and transportation manager will meet with parents to look for a way to support accurate bus communication. If miscommunication continues, jeopardizing the safety and school services, the bus service may be suspended for the family.

FIRST DAY OF BUS

At 2:55 pm, bus riders will be dismissed. PreK - Gr. 2 students are escorted to the designated Elementary bus point and Gr. 3 - 5 students walk independently. New students are escorted by an aide. Please review responsibilities together, especially timely arrival so as to not miss their bus.

ARRIVAL AT CAC

- Bus monitors will escort bus riders in PreK/KG directly to the teacher.
- Grade 1- 5 bus riders move from the bus to inside school grounds at the back gate and walk to their elementary class.

DISMISSAL FROM CAC

School Dismissal Manager (SDM) is now the only method for communicating dismissal changes for all ES students. Here is the link to: Parent Reference Guide
To avoid any confusion in dismissal plans, please note that:

It is the parents responsibility to add the daily schedule to the default dismissal including the regular pick up/ bus at 3:05 pm or Late Pick up/ bus on days they have confirmed Co-Curricular Activities (CCA) and revert it to 3:05 pm pick up/ bus when the Co-Curricular Season concludes.

The parent will then only need to submit an exception if there is a change to the default schedule that they already set on the Dismissal App.

If a student is registered for the bus and does not ride the bus, it is the parent's responsibility to update the Dismissal App accordingly before 2:00 pm on the day of the request.

Need Help? Please contact sdm@cacegypt.org for assistance.

This vital Bus information will then be viewed by the Motor Pool Office, ES Office, class teachers, aides, assistants and Co-Curricular Coordinator in preparation for dismissal.

Then all listed bus riders will be escorted to the designated Elementary bus point.

BUS RIDERS DISMISSAL PROCEDURES

- 3:05 pm - 3:10 pm: bus students (PreK-2) are escorted by their aide to the designated elementary bus point and handed over to monitor, Grade 3-5 students walk independently.
- The bus monitor is responsible to check off the student escorted by the aide/ independently before departing to the back gate.
- The bus manager informs the ES office staff if any bus riders are not accounted for prior to departing for the back gate.
- 3:10 pm - 3:15 pm: bus students are walked to the back gate by the bus monitor
- 3:15 pm - 3:20 pm: bus monitor stands inside the bus and checks off students against the previous check at designated elementary bus point.
- 4:20 pm: dismissal for Co-Curricular Activities will follow the same procedures, however, the ASA teacher/aide/coach will escort K-2 students to designated elementary bus points after the activity.

Students who are riding the bus and have not been accounted for at the designated elementary bus point, will be reported by the transportation manager to the ES Office.

- The ES Office will announce the student who is missing over the speaker system and ask that they go directly to the back gate.
- Transportation will update the ES office if the student departed on the bus.
- The bus will not wait for the missing student.
- A parent will be contacted immediately by the ES office.
- The ES office will write a full report as to why the student was not at the designated elementary bus point. The report will be shared with parents, transportation and class teachers.

NOTE: If a parent wishes to revise their bus plans after 2:00 pm, please meet your child at the designated bus point and speak directly with the transportation manager in the orange vest.

GENERAL ADMINISTRATION

Day-to-day administration of all school bus services is the responsibility of the Transportation Department of CAC. School buses are managed by the Manager of Transportation. Questions or problems relating to specific bus routes should be referred to the Manager of Transportation.



USE OF SCHOOL BUSES

On school days, buses are to be used to transport CAC students and bus monitors to and from school and on approved field trips. Field trips, both during the week and on weekends, are limited to the Cairo vicinity only.

School personnel may ride the school bus with permission of the Head of School.

CAC school buses are not available to outside groups or organizations.

In unusual or emergency situations, the Head of School may authorize the use of the buses for any purpose.

NOTE: The precise routes and time schedules of CAC school buses are determined each year by the administration, and distributed to parents/guardians. Bus information is also printed in each year's student and faculty handbooks, which should be consulted for up-to-date schedules and rules.

Please contact our Motor Pool Manager, Mr. Mohamed El Ghalban at 0100-179-6371 or email motorpool@cacegypt.org, if you have any questions.



CAR PICKUP AND DROP-OFF

To ensure the safety and efficiency of student transportation, all commuters must adhere to the following guidelines:

DROP-OFF PROCEDURES:

- Students should be ready to exit the vehicle immediately upon arrival. Backpacks should be organized, and goodbyes should be brief. Backpacks should be kept next to the student, not in the car trunk.

- Students should exit the vehicle on the curbside (passenger side) to ensure they do not step into oncoming traffic.
- The drop-off zone is for active unloading only. Drivers should not park or wait in this area.
- All drivers must follow the directions of school staff or traffic monitors to ensure safety.
- Drivers should be extra cautious and aware of students and pedestrians walking around the school campus.
- If feasible and safe, consider walking, biking, or using the school bus to help reduce car traffic.

PICK-UP PROCEDURES:

- Drivers are expected to remain in their vehicles to ensure a quick and safe flow of traffic.
- Drivers should pull forward into any available space in the designated lane as it opens.
- The pick-up zone is for active loading only. If a child is not ready, the driver may be asked to circle around.
- School staff or traffic monitors are present to ensure the process runs smoothly. Their instructions should be followed carefully.
- Arriving on time helps prevent last-minute rushes and congestion.
- Carpooling can significantly reduce the number of vehicles during pick-up times.

PARKING AND COURTESY GUIDELINES:

- A little patience and politeness can significantly reduce stress during the process.
- A little patience and politeness can significantly reduce stress during the process.
- If you wish to accompany your child into the school, please use a designated parking space.
- Parking is allowed only on the side of the street opposite the campus.
- Please comply with all traffic regulations and avoid "No Parking" zones.
- To maintain a quiet learning environment, do not use car horns in front of the school.
- Your cooperation is essential in maintaining a safe and respectful environment for all members of our school community.

STUDENTS WALKING TO AND FROM SCHOOL

The following topics support walking safely to and from school:

- Walking in groups is safer. Encourage walking with friends, siblings, or neighbors.
- Identify and use the safest routes to school, which often include sidewalks, crosswalks, with crossing guards, and well-lit areas. Avoid taking shortcuts through unfamiliar or isolated places.
- Remain alert and aware of surroundings. This includes looking up from electronic devices, paying attention to traffic signals, and noticing anything unusual.
- Understand and obey traffic signals, pedestrian crossing signs, and the directions given by crossing guards.
- Use designated crosswalks when crossing streets.
- Before crossing any street, even at a crosswalk, students should stop at the curb, look left, then right, and then left again to ensure no cars are approaching. Making eye contact with drivers is advisable.



- When available, always walk on sidewalks. If there are no sidewalks, walk facing oncoming traffic as far to the side of the road as possible.
- Wearing bright or reflective clothing, especially during dawn, dusk, or in poor weather conditions, increases visibility to drivers.
- Never talk to strangers, accept rides from them, or go anywhere with people they do not know. If a stranger approaches, they should immediately move away and report the incident to a trusted adult.
- Know who to contact and how to reach them in case of an emergency. Be aware of a safe place to go if they feel threatened.
- Discourage activities that can distract while walking, such as listening to loud music or engaging in lengthy phone conversations.
- Report on any suspicious people or activities they observe to a trusted adult.

ATTENDANCE

CAC's instructional program is based on the assumption that students will attend school regularly. Daily class attendance is a condition for fulfilling credit requirements, course completion obligations, and general academic progress at the school. One of the most important components of success in school is regular, punctual attendance. Time lost from class is irretrievable, particularly in terms of opportunity for interactions, active involvement, and the exchange of ideas among students and teacher.

School starts promptly at 7:55 am, and students are expected to be in class, ready to learn. Students arriving after this time should report to the ES Office before heading to class. They will be marked as tardy.

Minimum student attendance in all three school divisions is 85% of the school/course days enrolled in a given semester. Failure to meet this minimum attendance requirement will result in no grade being given in the semester, a comment only.

Special consideration may be given by the respective school principal when, in his/her judgment, special unavoidable and/or extraordinary circumstances are associated with the student's failure to meet minimum attendance requirements.

In the case of a student's absence for any reason (illness, travel, or personal), please notify your homeroom teacher before 9:00 am via their email (first initial lastname@cacegypt.org). This procedure aids in accounting for all students each day. If a student is absent all day, s/he is not permitted to participate in school activities unless they receive approval from the Health Office.

Permission will be granted for absences related to cases such as family emergencies and religious holidays. Prior to the planned absences, please notify the Elementary School Office (Email: esattendance@cacegypt.org). If approved, the ES Office will notify the class teacher. In cases of long unavoidable absences, please make an appointment to discuss the absence with the Principal.

Parents are asked to schedule family travel and vacations during school holidays only. This is to avoid disruptions to student learning during the academic year as much as possible. Disruptions to a student's academic progress and the responsibility for making up large amounts of missed work can also be very stressful to the student and may result in lower grades.

Field Trips are an integral and mandatory part of the ES Curriculum. If a student does not attend the field trip, this is marked as an absence. Parents who have any concerns should contact the Trip Coordinator.

If parents/guardians wish to have their child dismissed early from school, they must update the Dismissal App accordingly before 2:00 pm on the day of the request. A permission slip to leave campus will then be given to the students involved. Students will not be released from school without this permission slip.

Arrival after 10:00 am is considered a half-day absence. Leaving school before 1:00 pm is considered a half-day absence. Early departures between 1:00 pm - 3:05 pm will be recorded and treated in the same manner as our tardy policy.



LUNCH, SNACK & WATER INFORMATION

LUNCH AND RECESS

The 40 minute lunch period is divided into two sections - lunch and recess.

Lunch - during this time, students are to remain seated in designated eating areas and eat their lunch with their peers.

Recess - this time is intended to allow students independent play opportunities.

Students are divided into three multi-level based groups (PreK, K-2 and 3-5) to allow equal access to facilities.

LUNCH & SNACK OPTIONS

Students may bring their own healthy (no candy, gum, or overly sugary items) lunches and snacks in reusable containers OR buy the hot lunch provided in the ES Lunchroom. Please label all lunch boxes, containers of food, and water bottles with your child's name.

- "Anytime" food is something we can eat every day, such as fruits and vegetables in all colors, whole grains, lean meats, low-fat yogurt, and water or low-fat milk to drink.
- "Sometimes" foods are high in sugar, fat, or salt – that's why we should only eat them once in a while. They're foods such as cookies, candy, chips, and sodas.



We ask that sometimes foods be kept for special occasions and not for regular school days, including our family picnics.

It is important for students to build relationships and have conversations with their peers during lunch and recess. Parents are asked not to attend student lunches.

FOOD SERVICES IN THE SCHOOL

Parents will be able to order online via their SPARE App until 12:00 am on the day of their order. An email will be sent to New Families including the details of how to download the SPARE App, create their accounts using their own codes and how to recharge their balance.

Lunch will commence on the first day of school and the menu for the week can be found on the SPARE App.

The Spare App allows you to view the menu and to pre-order up to one week in advance. To view the menu, click on "Online Store".

The Spare system uses smart technology connected to a mobile application on which you will be able to recharge your child's balance (set budget), set a limit for their spending and set up allergens if they have any.

SPARE cash recharge service at CAC is only available once per month and announced in the Principal's Note Blog, so please plan accordingly.

TECHNICAL ISSUES

If you run into any technical issues, or if you have forgotten your code, you can send an email to: support@paywithspare.com and they will get in touch to assist you.

ES students may not have food delivered from off-campus during the day and are not allowed to purchase items from the kiosks on campus until after 3:05 p.m.

FORGOTTEN LUNCH

It is critical that our students build a sense of independence and responsibility. They get daily practice with being ready and prepared. However, we understand that everyone forgets lunch from time to time. If a child forgets, the ES Office will provide the student with a healthy lunch which the student will be required to pay for the following day at the ES Office.

If the student forgets lunch more than three times, you may be asked to meet with the homeroom teacher. If the concern continues, a meeting may be scheduled with the principal.

WATER

All students should bring a refillable water bottle, with their name printed clearly on it, on a daily basis. We have a number of sanitary water fountains around our campus. Everyone is welcome to use the water fountains for fresh water in your reusable bottles.

DRESS CODE AND SOCCER SHOES

Students should appear neat and clean. The school administration reserves the right to make final judgment on acceptable attire of students. We ask that care be taken to keep the sensibilities of our host nationals in mind by avoiding immodest dress. Flip-flops and soccer shoes are not allowed to be worn during the school day. Dangling earrings are unsafe, especially during physical activities. Name all items from home.

P.E. UNIFORM AND GEAR

Coming to P.E. classes in the correct uniform (including swimwear during the Swim Unit) is part of demonstrating responsibility for one's own learning. All students from PreK 3 to Grade 5 are required to wear the monogrammed CAC P.E. uniform (available at the Spirit Store located on Campus), proper sports shoes, and socks on P.E. class days. A House Team t-shirt may replace the monogrammed shirt. During swim classes, students need a swim bag with a swimsuit, goggles, and a towel. If a child forgets to bring a swimsuit for their lesson, they will be required to wear a swimsuit provided by the Aquatics Department.

ITEMS FROM HOME

MONEY: We ask that Elementary aged students do not bring money to school. Students are only allowed access to food & drink and Spirit Store services under the supervision of a parent.

PERSONAL ITEMS: (new expectations) To ensure a focused and inclusive learning environment for all students, we ask that personal items including football/pokemon cards, toys, soft toys, handbags, belt bags (unless approved for a medical need), jewellery, etc... remain at home.

Bringing toys to school can shift attention from classroom activities to personal possessions. This may unintentionally lead to social issues or feelings of exclusion. Additionally, the items can be distracting and may overstimulate some children, making it harder for them to concentrate on learning. Please rest assured that we will provide everything your child needs at school, including sensory items and comfort objects in our designated calm-down spaces.

Students are invited on Global Play Day and class treat days to bring items from home. These opportunities are organized by the class teacher and will be communicated to students and parents.

FORGOTTEN ITEMS FROM HOME

To minimize disruption for the school and class, we do not accept delivery of forgotten items such as lunches, water bottles, change of clothes, recorders, swimming items, or Library bags.

- The ES Office will provide the student with lunch which the student will be required to pay for the following day at the ES Office.
- Clean swim items will be loaned to be returned.

SPIRIT STORE

The Spirit Store is located on the ground floor behind the Coffee Shop as you enter the Elementary School. P.E. uniforms can be purchased there.

We ask that Elementary aged students do not bring money to school. Students are only allowed access to the Spirit Store under the supervision of a parent.

LOST & FOUND

Items that are named are returned to students. Lost and found is displayed on tables outside the Playground Monitors' Office. It is stored at the end of each day, over weekends and holidays. At the end of each Semester, items are cleaned and bagged before being sent to a local charity organization.

SCHOOL SUPPLIES

Supplies for each grade level will be provided by the classroom teacher on the students' first day of school. Class library books are often used for home reading. If any book is lost, parents will be charged for replacement.





CAMPUS ACCESS & SAFETY

EMERGENCY PROCEDURES

CAC has a full set of emergency procedures that it practices and is ready to follow. All emergency procedures are managed by the school's Management Team. The emergency procedures include what to do in case of:

- Fire or explosion
- Drop-and-Cover/Earthquake
- Shelter-in-place

The emergency procedures also contain detailed plans as to how to handle medical emergencies, campus security, and various types of school closures.

ID CARDS & VISITORS

To ensure the security of the CAC campus and limit congestion of facilities, every person using the campus must have a valid ID card.

- All adults must enter and leave campus through the security turnstiles, using their CAC ID card, including when attending CAC-sponsored events.
- Elementary students should be taken to the ID Office by their parents. Arrange a time with the Admission/Registrar's Office.
- Elementary students must be accompanied by their parents through the larger gate.
- Parents entering or leaving campus without their children to use their IDs at the turnstile gates so guards can focus on guests, visitors, and other schools' athletic teams at the bicycle gate.

AFFILIATE ID CARDS ARE PROVIDED TO:

- Administrators, board members, current faculty, current support staff, and former faculty and staff who were employed at CAC for 5 years or longer
- Students, their parents, and siblings
- Alumni (graduates of CAC and students who attended CAC for two or more years) and their parents

AFFILIATE CARD PRIVILEGES

Free use of all school facilities, including weight room, libraries, and pool. May be replaced (if lost) for a fee of \$20 or the local equivalent.

AUTHORIZED VISITOR ID CARDS

Will be issued by the Head of School or the Head of School's delegate. Authorized visitor ID cards, approved by the Head of School or the Head of School's delegate, will include a photograph and will be valid for a specified timeline. Visitors' passes are handled at the gate.

RIGHTS AND RESPONSIBILITIES OF CAC ID CARDHOLDERS

ID cards should be worn around the neck, while on campus (Adults Only).

The CAC campus is exclusively for school use from 7:00 am to 5:30 pm, Sunday through Thursday with the exception of the Library, which is open to eligible community members from 3:00 pm until 4:00 pm.

Note:

- A parent must accompany the Elementary students to the Library after 3:05 pm.
- Drivers and/or parents must pick up their children on time since CAC is not responsible for supervising students after the close of school.

CAC Affiliate ID cardholders are entitled to bring guests on campus, provided they have received prior approval requested through the Parent Dashboard,

CAMPUS ACCESS REQUEST

Guests are generally considered to be visitors from out of Egypt and guest privileges are not intended for Cairo residents. Guests must be signed in at the security gate by their host. Note: Nannies, drivers, private coaches and other employees of CAC ID cardholders may not be signed in as guests.

The CAC campus is open for CAC ID holders to use from 5:00 am to 7:00 am and from 5:30 pm to 10:00 pm each weekday as well as from 5:00 am to 10:00 pm on weekends and holidays.

Cardholders are to accompany their guests at all times on campus and will be held responsible for the behavior of their guests.

Visitors are limited to CAC fields, pool, library, and athletic facilities and are not permitted to enter other CAC facilities or buildings. Guests and authorized visitors may not check out library materials.

If you have any further questions, please contact the Admission/Registrar's Office at 2755-5507 or 5508 or email registrar@cacegypt.org.

SCHOOL-AGED VISITORS

Alumni who are visiting Cairo are welcome to join their friends for lunch and recess, if

SECURITY

Firearms and other weapons are strictly prohibited on campus. The only exception, which must be granted by and pre-arranged with the Head of School, could occur when diplomatic and/or governmental staff is accompanied by licensed governmental personnel who are officially performing security or investigative tasks.

Weapons or look-alike weapons (knives, pellet guns, toy guns, slingshots, etc.) are not allowed on campus.

CCTV CAMERAS

CCTV cameras are placed on campus to support the safety, security, and well-being of all students, staff, and visitors. They help us review incidents, monitor high-traffic areas, and maintain a safe learning environment.

If needed, our school team reviews footage thoroughly and communicates relevant information to parents while ensuring the confidentiality and protection of everyone on campus. CCTV footage is not shared with parents because it is part of our internal safety and security system and includes images of other students, staff, and community members. Sharing footage would violate privacy regulations and our safeguarding policies.

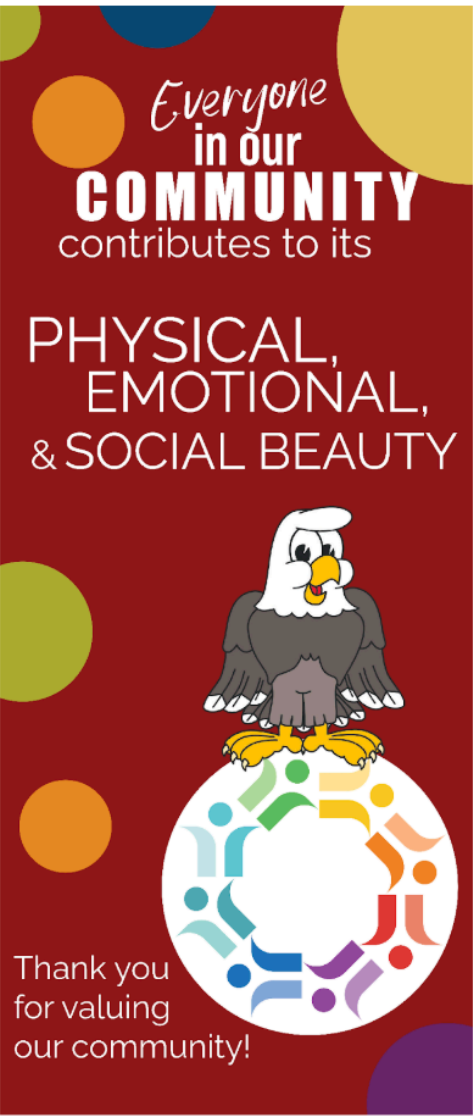
CAMPUS & FACILITIES USE AND HOURS

FACILITIES USE BY OUR COMMUNITY MEMBERS

We believe our position in the community is important, and that we have a unique opportunity to host events and programs on our campus that are not part of CAC, but that provide a benefit to our students, faculty or staff. In so doing, and in compliance with our Campus Access Policy, we may also open our doors to non-CAC ID holders and make our facilities available to the community-at-large.

PARAMETERS:

- The campus is first-and-foremost a venue for CAC students, faculty, staff, alumni, board members, and their respective families.
- The security of our campus and facilities and the well being of our students, families and employees will not be compromised in any way, at any time.
- All community programs will be sustainable and this may necessitate proactively limiting access to facilities and/or implementing a usage fee in order to offset the cost of operations.
- All community program offerings are subject to the approval of the Head of School, in consultation with the Activities and Athletic Director and other administrators, as needed.



- Instructors or coaches must be adults with the appropriate qualifications for the offering they provide.
- For any event or activity, at least 50% of the participants should be CAC ID holders. Non-CAC ID holders will be charged a fee, to be determined prior to the time of registration. Fees are established in consultation with the Activities and Athletic Director and the Business Manager.
- If you would like to have a birthday party on campus on a weekend, the school does not book the playground area, but if the facilities are available, you are welcome to use them. If you would like to have a birthday party **or event** on campus on a weekend, the school does not book the playground area, but if the facilities are available, you are welcome to use them. **No events or birthdays are allowed during the school week.**
- The Pool area can be booked for special events, for a fee. You need to visit the Pool Office during open swim hours to schedule the event and complete a Pool Rental Form.

STUDENTS ON CAMPUS DURING NON SCHOOL HOURS (INCLUDING WEEKENDS AND HOLIDAYS)

Students must be accompanied by a parent or guardian (non ID holders/nannies may not accompany children).

Parents, or a designated responsible adult, must accompany Elementary age (or younger) children to provide direct supervision while on campus during community hours and observe the following parameters:

- CAC does not provide supervision after 3:05 pm nor during community hours unless students are participating in a CAC sponsored/chaperoned activity/event.
- After-school hours, ALL buildings on campus are out of bounds– including hallways, ramps and stairways.
- The After-School Campus Supervisor supports campus facility use and rules, 3:05 pm–5:30 pm on school days.

WHEELS ON CAMPUS

Students are welcome to come, with a parent, to try riding at school. The path around the ES is open to youngsters interested in learning to ride.

The following rules apply:

- Bicycles, tricycles, skateboards, scooters and rollerblades are to be used only in the designated path around the ES, outlined starting from the “Tortoise Shelter”.
- No riding when it is unsafe: when there are people, before school, after school until 5:00 pm.
- You must provide your own bike/scooter and helmet.
- Biking/scooter is for CAC children only. Bikes with training wheels and tricycles are permitted.
- Helmets are recommended at all times.
- All campus building corridors, ramp and Hippo playground are out-of-bounds.
- All children must be accompanied by an adult.
- Bicycles are to be parked at one of the racks inside the Front Gate.
- CAC accepts no liability for injuries caused by bike/scooter riding. This allowance is aimed at helping our students learn to ride bikes/scooters in a safe area free of vehicle traffic.
- Students are welcome to come, with a parent, to try riding at school. The path around the ES is open to youngsters interested in learning to ride.

ANIMALS ON CAMPUS

Dogs are not permitted on campus. Our fields are safe with clean play areas for your children. We can maintain a clean campus by not allowing pets either on or off a leash.

COMMUNITY CATS

The CAC community cats can live happy and healthy lives with the help of the entire CAC community and the support of SNAP (Spay & Neuter Awareness Program). Through this partnership, all community cats identified by CAC are:

- Spayed or neutered to prevent overpopulation
- Vaccinated against rabies to promote public and animal health
- Ear-tipped for clear and permanent identification

CAC FITNESS ROOM ACCESS POLICY

Our goal is to have the Fitness Room as accessible as possible and ensure that everyone is safe and it is used in a responsible manner. Please use the facility responsibly and take advantage of the benefits it has to offer.

- The CAC Fitness Room is a CAC Community Facility, open to CAC ID Card Holders.
- The room is available for use only when a Fitness Room supervisor is present.
- For Administrators or Coaches who have a key to access the Fitness Room, opening and using the room without supervision makes the administrator or coach responsible for the safety of ALL who enter the Fitness Room after opening.
- Administrators and Coaches are asked NOT to provide access to others who do not have permission to be in the gym during hours without a designated supervisor.
- CAC recommends using the Fitness Room facilities only when another person is present--using the 'buddy system'--in the event of accident or injury.
- Full liability for injury or damage will be the responsibility of the person who unlocks the Fitness Room door and/or allows others to use the facility when no designated supervisor is present.
- Please lock up, turn off the lights and secure the facility when finished.



CAMPUS & FACILITIES COMMUNITY

TRACK/FIELDS

Weekdays: 5:00 am to 7:00 am and 5:30 pm to 10:00 pm
Weekends: 5:00 am – 10:00 pm

All field use times need to be confirmed with the Athletic Office..

WEIGHT ROOM

Sunday – Thursday: 5:30 pm – 9:00 pm
Friday: Closed
Saturday: 3:00 pm - 9:00 pm

GYM

Contact the Athletic office to schedule a time.

SWIMMING POOL

Friday: 2:00 pm– 7:00 pm
Saturday: 1:00 pm- 7:00 pm
Weekdays: Check the swimming calendar under Aquatics

LIBRARY

Sunday, Monday & Wednesday: 7:45 am – 4:00 pm
Tuesday & Thursday: 7:45 am - 3:15 pm
Friday: Closed
Saturday: 10:00 am – 2:00 pm

ID OFFICE

Weekdays: 7:45 am – 3:45 pm
Friday & Saturday: Closed

CIB BANK TELLER

Sunday, Monday, Tuesday & Thursday : 9:30 am - 12:30 p.m.
Winter, Spring & Summer Break: 9:00 am - 11:00 a.m.

AMERICAN EXPRESS KANOO TRAVEL

Weekdays: 9:00 am - 3:45 pm
Friday & Saturday: Closed

SPIRIT STORE

Weekdays: 7:45 am - 10:00 am, 11:00 am - 12:30 pm & 2:30 pm - 4:00 pm.



WHO TO CONTACT

*** ALL NUMBERS BEGIN WITH 2755 AND THEN THE EXTENSION**

PRINCIPALS

When I have a curriculum question?
 When I have questions about the Elementary School program in general?
 When my child has an unresolved issue with a teacher?
 When I have a question about student discipline?
 Principal: Mrs. Julie Jackson-Jin, jjackson@cacegypt.org, Ext. 5222
 Assistant Principal/PYP Coordinator: Ms. Penny Amies, pamies@cacegypt.org, Ext. 5271

TEACHERS

When my child is struggling in a class?
 When I have a question about student discipline?
 We strongly encourage parents to speak to teachers first.

ES OFFICE

General questions about the ES
 Urgent messages for your child or his/her teacher
 Questions about attendance or tardies?
 ES Executive Assistant: Mrs. Mary Greiss, mgreiss@cacegypt.org, Ext. 5202
 ES Executive Assistant: Ms. Lucy Hany, lhany@cacegypt.org, Ext. 5203
 ES Office Email: esoffice@cacegypt.org

GUIDANCE

When I am concerned about my child's wellbeing?
 Questions or concerns about counseling?
 ES School Counselors:
 Ms. Zoë Gare (PK, KG & Gr. 1), zgare@cacegypt.org, Ext. 5204
 Ms. Louisa Kienhuis (Ms. Wies) (Gr. 2 & 3), lkienhuis@cacegypt.org, Ext. 5240
 Mrs. Carey Harris (Gr. 4 & 5), charris@cacegypt.org, Ext. 5205

BUSES

Bus registration
 When I need to tell the bus driver my new address?
 Questions about transportation?
 Motor Pool Office: Mr. Mohamed El Ghalban, motorpool@cacegypt.org, Ext. 5567

HEALTH SERVICES

When I have a health related issue as it may pertain to my child?
 When my child is not feeling well or is on regular medication?
 School Nurse: Ms. Emily Vogel, evogel@cacegypt.org, Ext. 5530/5533
 Health Office Executive Assistant: Mrs. Naglaa Osama, nosama@cacegypt.org, Ext. 5533

CO-CURRICULAR ACTIVITIES

Questions about Co-Curricular Activities?
 Activities Coordinator: Ms. Huda Ibrahim, hibrahim@cacegypt.org
 With questions about after school swimming?
 Aquatics Coordinator: Ms. Tatiana Petrovna, tpetrovna@cacegypt.org, Ext. 5486

TECH

When I cannot access the parent dashboard through the website?
 When I cannot access or subscribe to grade level blogs?
 When I cannot sign-up for conferences?
 Webmaster: Mona Abdel Hady, mabdelhady@cacegypt.org, Ext. 5467
 When I have questions about how to access and use Skyward: attendance, change of contact?
 When I cannot access report cards?
 Admin Systems Coordinator: Fadi El Duweini, felduweini@cacegypt.org, Ext. 5495
 When I have questions about school tech safety?
 Director of IT: Mr. Carlos Bustamante, cbustamante@cacegypt.org, Ext. 5490

CAMPUS ACCESS

When I wish to have guests on campus?
 Parent Dashboard online, Campus Access Request.

LOST & FOUND

When valuables have been lost?
 Activities Coordinator: Ms. Huda Ibrahim, hibrahim@cacegypt.org, Ext. 5246

PTO LIAISONS & ROOM PARENTS

How I can be involved at school?
 How can I meet people in the CAC community?
 cacpto@cacegypt.org, Ext. 5223





LIBRARY SERVICES

When I have any questions about checking out books, magazines and/or videos?
When I have questions about accessing digital books?
Library weekly and weekend hours?
ES Librarian: Ms. Lisa Fagan-Brown, lfagan-brown@cacegypt.org, Ext. 5542

LUNCH SERVICES

Questions about lunch payments?
Spare Website: <https://paywithspare.com/support>
Spare Email: support@paywithspare.com

ADMISSIONS

When I have questions about the admissions process?
When I need to know the procedure about withdrawing from school?
When I need to change a telephone number or email on school records?
ID information?
Registrar/Admissions: Ms. Danya Amin, Ext. 5507/5508
Email: registrar@cacegypt.org

FEES

With questions about my school fees?
To get a fee clearance in order to have my son/daughter start school?
Finance & Accounting Manager: Mr. Mohamed Ismail, mismail@cacegypt.org, Ext. 5510

Handbook revised to include board policies and updates for Elementary Division, June 2026.

