



2026-27 HIGH SCHOOL STUDENT/PARENT HANDBOOK

High School Welcome

Dear Students and Parents,

The handbook below has been prepared as a guide to acquaint you with the policies and procedures necessary to make our high school function effectively. Although we encourage the development of individual talents and respect the rights of each student, there are commonly accepted standards of behavior and communication. You will find these standards in this handbook. Please review it with care; we encourage each family to review it together.

With the start of a new academic year, it is especially important for all of our students to consider what their expectations and goals are for the coming school year. As parents, you can foster this learning moment by discussing your children's goals with them in regards to academics, attitude, and behavior. Positive goal setting is the first step towards long-lasting personal growth.

Again, welcome to CAC. We wish you an exciting, productive, and successful school year.

Sincerely,



Mr. Andrew Buckman
High School Principal



Mr. Adam Smee
Assistant Principal

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CAC Mission and Core Values



Introduction to The High School

CAC was founded in 1945 as an independent, co-educational day school enrolling students in preschool through grade 12. In 2023, the High School will welcome over 370 students and 45 faculty and staff members. High School classes occur primarily in a dedicated building with an average class size of 16 students. Each class meets every other day for 85 minutes. The CAC academic year is divided into two semesters, beginning in mid-August and mid-January. Students in the High School take 7 or 8 classes per year within a curricular framework based on the International Baccalaureate and the US independent school model.

High School Administration

- Principal: Mr. Andrew Buckman, abuckman@cacegypt.org, Ext. 5403
- Assistant Principal/AP Coordinator: Mr. Adam Smee, asmee@cacegypt.org, Ext. 5413
- IBDP Coordinator: Mr. Jeffrey Mortelette, jmortelette@cacegypt.org, Ext. 5540
- High School Counselors:
 - Ms. Claudia Bean, HOD cbean@cacegypt.org, Ext. 5408
 - Mr. Noah Dvorak, ndvorak@cacegypt.org, Ext. 5407
 - Ms. Jody Stiles jstiles@cacegypt.org Ext. 5410
- Counseling Office:
 - Ms. Amira Aly, aaly@cacegypt.org Ext. 5412
 - Ms. Lena Rezk, lrezk@cacegypt.org, Ext. 5414
- Athletics & Activities Director: Mr. David Goetz, dgoetz@cacegypt.org, Ext. 5416
- Activities Coordinator / WWW Coordinator: Mr. Kasey Semler, ksemler@cacegypt.org, 5449
- Aquatics Director: Ms. Tatiana Petrovna, tpetrovna@cacegypt.org, Ext. 5486
- Head Nurse: Ms. Emily Vogel, evogel@cacegypt.org/healthoffice@cacegypt.org, Ext. 5532/5533
- Head Librarian: Ms. Meghan Ennis, mennis@cacegypt.org, Ext. 5541
- HS Office:
 - Ms. Eman Hamza, ehamza@cacegypt.org, Ext. 5403
- HS/IB Office:
 - Ms. Heba Hanna, hhanna@cacegypt.org, Ext. 5413
- HS Attendance Office, hsabsences@cacegypt.org, Ext. 5413

Who to Contact for Answers

Overview & Instruction

- When I have questions about the High School program in general
- When my child has an unresolved issue with a teacher
- Principal: Mr. Andrew Buckman, abuckman@cacegypt.org, Ext. 5403

Student Conduct

- When I want to know how many absences a student is allowed within a semester
- When I have a question about the tardy procedure followed in High School
- When I have a question about student discipline
- Assistant Principal: Mr. Adam Smee, asmee@cacegypt.org, Ext. 5413

Academic Advising

- When I want to schedule a conference with a counselor
- When I have questions regarding college/university advice and guidance
- When I have a question about school transcripts
- When I have questions about course scheduling, course changes, graduation credits
- Counseling Office: Counseling Team, Ext. 5412/5414

Academic Issues

- When my child is struggling in a class
- We strongly encourage students to speak to teachers first, and then for parents to speak to teachers afterwards. Unresolved issues should be communicated to a student's counselor.

International Baccalaureate (IB)

- With questions about the International Baccalaureate Program

- IBDP Coordinator: Mr. Jeffrey Mortelette, jmortelette@cacegypt.org, Ext. 5540

Advanced Placement (AP)

- With questions about the AP program.
- AP Coordinator: Mr. Adam Smee, asmee@cacegypt.org, Ext. 5413

Health Services

- When I have a health-related issue as it may pertain to my child
- Head Nurse: Ms. Emily Vogel, evogel@cacegypt.org/healthoffice@cacegypt.org, Ext. 5532/5533

Week Without Walls (WWW)

- When I have a question about WWW registration?
- When I have a question about WWW finances?
- When I have a question about WWW arrangements?
- Visa Documentation Requests
- WWW / Activities Office: Mr Kasey Semler: CACWWW@cacegypt.org, Ext. 5449

Athletics & Activities

- When I have a question about athletic activities
- When I want to find out when traveling teams or groups are expected back from trips
- When I want to find out about co-curricular activities
- When I have questions about adding new activities
- Athletics & Activities Director: Mr. David Goetz, dgoetz@cacegypt.org Ext. 5416
- Assistant Activities & Athletics Director: Mr. Kasey Semler, ksemler@cacegypt.org, Ext. 5449

Library Services

- When I have any questions about the library
- Head Librarian: Ms. Meghan Ennis, mennis@cacegypt.org, Ext. 5541

Admissions

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

Buses

- When I need to tell the bus driver my new address.
- When the bus did not come to pick up my child.
- Motor Pool Office: Mr. Mohamed El Ghalban, melghalban@cacegypt.org, Ext. 5567

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

Attendance & Punctuality

- When my child has attendance questions
- When I want to know how many absences or tardies my son/daughter has attained this semester
- HS Attendance Office: Ms. Heba Hanna, hsabsences@cacegypt.org, Ext. 5413

High School Communication

HS Announcements

To share the various activities taking place in the High School, the HS Morning Announcements are sent via email to parents and students twice a week. Students, parents, and faculty consult the announcements for timely information about clubs, classes, athletics, college counseling and school-wide events.

Highro-Glyphics

Highro-Glyphics is the High School newsletter published for parents by the High School Administration. It is published through the CAC dashboard and email, and lists important events and activities at the school that relate directly to parents.

Program of Studies - The High School Program of Studies is published annually on the school website by the High School Administration. It outlines the various courses and course prerequisites available for students.

CAC High School Profile - Published annually and available online, the High School profile outlines academic and school information, including information about credits and graduation requirements, course offerings, standardized test results, as well as senior class acceptances and matriculation from the previous year.

Parents as Partners

HS Parent Coffee Mornings

The HS Administration hosts coffee mornings during the school year. The coffee mornings address topics of interest and relevance to secondary education and adolescent development. All parents are welcome to attend the coffee mornings, which typically take place monthly from 9:30 - 10:30 am.

SKYWARD (Parents Online Access to Academics and Records) - This online, student information application is available to students and parents. With this application, students and parents may check grades, attendance and schedules. For any questions about SKYWARD contact Mr. Fadi El-Duweini felduweini@cacegypt.org. *Skyward access is blocked for students and parents owing fees to the school (e.g. lost athletic uniforms, missing books, etc.).*

Parent-Teacher-Student Conferences - Formal conferences are held twice per year, once in the first semester and once in the second semester. These conferences give teachers the opportunity to meet with parents and students to discuss a student's academic progress and to highlight areas for growth.

Student Life

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.

For more information, please see here: <https://www.cacegypt.org/PDF/CACChildProtectionGuide.pdf>

The High School Schedule

The CAC High School uses block scheduling to organize class periods. The eight subject “blocks” (A-H) are split over two days, with four classes scheduled each day. All class periods are 85 minutes long, which allows for flexibility in how lessons are taught and structured. The classes rotate through an 8-day cycle. In between the two morning and two afternoon classes are 15 minute breaks, during which the students can socialize, go to the school store, get a snack, study, use the restroom, or consult with a teacher. Homeroom takes place at the same time every day. Lunch takes place from 11:15 a.m. to 12:00 noon. An example is given below. After the 8 (H) day, another cycle starts with a 1(A) day.

Time	Day 1(A)	Day 2 (E)	Day 3 (B)	Day 4 (F)	Day 5 (C)	Day 6 (G)	Day 7 (D)	Day 8 (H)
7:55 - 8:05	Homeroom Group Meetings							
8:05 - 8:10	Passing time							
Period 1 8:10 - 9:35	A	E	B	F	C	G	D	H
9:35 - 9:50	Break							
Period 2 9:50 - 11:15	B	F	C	G	D	H	A	E
11:15 - 12:00	Lunch							
Period 3 12:00 - 1:25	C	G	D	H	A	E	B	F
1:25 - 1:40	Break							
Period 4 1:40 - 3:05	D	H	A	E	B	F	C	G

Regular Schedule

7:55 - 8:05	Homeroom
8:05 - 8:10	Passing
8:10 - 9:35	Period 1
9:35 - 9:50	Break
9:50 - 11:15	Period 2
11:15 - 12:00	Lunch
12:00 - 1:25	Period 3
1:25 - 1:40	Break
1:40 - 3:05	Period 4

Assembly Schedule

7:55 - 8:05	Homeroom
8:05 - 8:10	Passing
8:10 - 9:20	Period 1
9:20 - 9:35	Break
9:35 - 10:45	Period 2
10:45 - 11:15	Assembly
Lunch and afternoon as usual.	

Early Release Days

7:55 - 8:45	Period 1
8:50 - 9:40	Period 2
9:40 - 9:55	Break
9:55 - 10:40	Period 3
10:45 - 11:30	Period 4
11:30	Dismissal (students)
11:45	Busses

Flex Blocks

Flex is short for “Flexible” and this block is designed to allow students choice in how they organize and use their time. All students have at least one Flex block in their schedule. Some students use Flex for homework, revision, collaborative group work, 1-1 meetings with teachers and other academic purposes. On occasion, Flex meeting times are used for sessions run by counselors or the IB Coordinator etc. In addition to this, students may use Flex for their personal wellbeing and physical activity needs. At the beginning of the period, students in grades 10 & 11 with a Flex are required to sign in at the desk in the HS Office. Seniors are not required to sign in for their Flex block. Only seniors with off-campus privilege can leave campus during Flex periods.

Study Hall

Instead of the Flex block, all grade 9 students are assigned to a Study Hall class for the full year. . The 45 minute Study Hall is intended to serve as a supportive space for grade 9 students as they continue their transition into high school. The block is supervised time to work on school assignments, prepare for classes, read, research, and do homework as needed.

Grade 9 Seminars

Counselors meet with grade 9 students in a series of seminars that are held once every 3-4 weeks during their Study hall period. These seminars are designed to assist grade 9 students with their transition to high school and are mandatory. The counselors announce the dates for the seminars at the beginning of the school year.

Homeroom (HRM)

Homeroom is a mandatory* meeting on Sunday through Wednesday for a small group of students with their allocated HRM teacher. Homeroom starts at 7:55 to check-in and get ready for the school day ahead. Homeroom is built around the Positive Education framework, and its main purposes are:

- to start the day with an effective preparation for learning and engagement
- to check-in on students’ well-being
- to foster a sense of belonging and enhance positive relationships

*Seniors are exempt from Homeroom on days their flex block falls in the 1st period of the day. If they are on campus at 7:55 am, however, they are expected to attend Homeroom.

CAC ID and Campus Access (Board Policy: 8.902)

All students use a CAC ID to enter and exit the campus. Students and their immediate families are issued CAC IDs as soon as they first arrive on campus. New cards are issued free of charge and can be obtained from the Admissions /Registrar’s Office on the ground floor of the administration building. Lost or damaged ID cards can be replaced for a fee (this fee is presently \$20, but can change at any time). Everyone is expected to use an ID to enter campus. Students who do not have their IDs will not be allowed to use their off campus privileges. ID cardholders who are not students or employees are welcome on campus on weekends & school holidays from 5:00 a.m. to 10:00 p.m. and on school days from 5:00 a.m. to 7:00 a.m. and 5:30 p.m. to 10:00 p.m.

Lunch & Off-Campus Privilege

Students in grades 9 to 11 may add off-campus lunch privileges to their ID card, allowing them to leave campus at lunch. A signed parent permission form (available at the HS Office) and returned to Admissions/Registrar’s Office is required to secure the off-campus privilege. Students are responsible for returning to campus by the end of the lunch block to attend class or to sign in for Flex block.

Seniors have an additional privilege in terms of being allowed off-campus at certain times during the school day. The Senior privilege allows for leaving campus for breaks and Flex periods. Senior off-campus privilege ID cards have a different color from other student ID cards. A signed parent permission form (available at the HS Office) and returned to Admissions/Registrar's Office is required to secure this off-campus privilege.

The off-campus privilege is contingent upon regular attendance and limited tardies to classes. Students will lose off-campus privileges if there are concerns with their attendance or punctuality to school or classes (tardies).

Attendance and Punctuality

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 teachers.

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 credit being given in the respective courses. Special consideration may be given by the respective school Principal when there are special, unavoidable, and/or extraordinary circumstances associated with the student's failure to meet minimum attendance requirements (Board Policy 8.30).

Generally speaking, students may not miss more than seven (7) classes in any given course in a semester.

Permission may be granted for absences related to exceptional circumstances, such as family emergencies and religious holidays. Prior to a planned absence, please notify the High School Office via email to schedule a meeting with the Assistant Principal to discuss the request.

Excused vs Unexcused Absences

The Principal's office has the authority to grant permission for a student to be absent from school. Absences will be considered *Excused* by the principals if they are for illness, medical/dental appointments/services, bereavement, religious observance, family emergency, natural disasters, court appearances, or if the student has received an approval by the school for a personal planned absence. School related activities, which require a student to miss class, count as *Excused* absences. Short-term, non-chronic illnesses may be documented/explained via a parent email. Absences due to illness of more than three (3) days require physician's documentation upon the student's return to school.

Absence from class for any reason other than those enumerated above shall be considered *Unexcused*. Notification will be provided to the parent regarding each absence via automated email by Skyward, and parents may reply with further documentation as appropriate.

Students who are *Unexcused* or who miss school because they arrive late or leave early during the day without permission may be subject to disciplinary action and will not receive credit for missed assessments.

In order for an absence to be excused by the Principal's office, families must submit a reason for a student's absence no later than 9:00 am the day following the absence. In cases of a student missing

more than two consecutive days of school, or if they miss a major assessment that was announced prior to the absence, an official note from a medical doctor or proof of a family emergency may be required in order for the student to receive full academic credit for missed work / assessments.

Guidelines for Missed Work:

Ultimately, it is the student's responsibility to obtain and complete missed work, and clear communication with teachers is an expectation for the student. In cases of long, unavoidable absences, an agreement will need to be worked out with the teachers regarding the amount of work to be made up.

A student who is absent is required to make up all coursework missed, regardless of whether the absence is *Excused* or *Unexcused*. Assignments and due dates are posted on Skyward or Google Classroom. It is the student's responsibility to consult with his/her teacher(s) before or upon returning to school regarding any questions related to make-up assignments or quizzes/tests.

For *Excused* absences, the student shall have the number of days equal to the number of days they were absent from school to complete and hand in make-up work for credit. If absences are *Unexcused*, students are responsible for submitting their work and/or completing their work according to the established due dates. Absences on days of exams, tests, or quizzes are highly discouraged except for extraordinary circumstances, and students run the risk of not being permitted to make up the assessment. Planned absences for medical appointments are generally not considered *Excused* absences on these days.

If a trend of regular absence coincides with formal assessments, the school will investigate. Formal documentation will likely be necessary to confirm the reason for these repeated absences. The teacher may also provide the student with a different type of exam or assessment.

When an absence occurs:

In the case of a student's absence for any reason (illness, travel, or personal), **please notify the High School Office before 9:00 am on the day of the absence** via email hsabsences@cacegypt.org. This procedure aids in accounting for all students each day. When we do not receive notification of an absence, we contact parents via email or telephone. Students are marked as absent if they are more than 20 minutes late to a class or miss a class entirely.

Regular and punctual class attendance is critical for successful learning. School starts promptly at 7:55 a.m., and students are expected to be in homeroom and prepared for the day. Students and teachers are responsible for keeping track of the time and for being on time to every class, as we do not use bells to start or end classes in the high school. Tardy and absence records are kept each semester. Excessive absences and tardiness may negatively impact academic performance.

The High School Assistant Principal will meet with students exceeding 5 absences and/or 5 tardies in the semester, likewise contacting parents.

- If a student exceeds seven (7) absences in any one class per semester, they may lose academic credit for that class.
- If a student reaches (9) tardies per semester, the student forfeits Flex and/or off-campus privileges. If punctuality problems persist, a parent meeting will be called, and further consequences will be applied.

Attendance to Homeroom:

Students are expected to arrive at homeroom by 7:55 am and remain for the duration of the session. Homeroom teachers who notice a pattern of habitual tardiness to or absence from homeroom will reach out to parents via email to make them aware. If the issue is not resolved in a timely fashion, the teacher will refer the student to the Assistant Principal. As with class attendance issues, punctuality problems in homeroom will result in a parent meeting, and further consequences will be applied. Seniors with a flex block in the first period are exempt from attending Homeroom on the same day.

Class cutting, skipping, and truancy are considered *Unexcused* absences and will result in the school applying direct and appropriate consequences. Parents will be contacted. Time that has been missed will need to be made up. Consequences may include loss of credit for missed in-class work, additional assignments, detention, and/or loss of Flex and/or off-campus privileges. Repeated instances will result in an in-school suspension.

Official school field trips are not regarded as absences to be counted against a student's minimum attendance. Travel on school-sponsored trips - up to two per semester, not including WWW - are likewise not counted towards as absences. Additional school-sponsored trips may count against a student's minimum attendance. Traveling students are responsible for making up any missed work and should notify their teachers prior to the trip. Students are expected to complete missed work within one week following the absence.

If parents/guardians wish to have their student dismissed early from school, the parents/guardians must send an email to hsabsences@cacegypt.org requesting their student's early departure (no handwritten notes or phone calls, please). Parents/Guardians can also arrive in person at the HS Office and request their student's early departure. A permission slip to leave campus will then be given to the students involved. Note: We cannot accept telephone calls from parents for early dismissal. In order for the absence to be excused, parents must provide a reason for the early dismissal that will be subject to approval by the Principal's office.

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. In addition, exams and final exams will not be rescheduled for early travel departures before school holidays or vacations. Semester exam dates are announced in the high school calendar at the start of the school year.

CAC Digital Integrity Pledge

As members of the Cairo American College community, we are committed to using technology in ways that reflect our values of respect, responsibility, integrity, compassion, perseverance, courage, and creativity.

- We are honest and submit work that reflects our own learning.
- We are responsible in our use of AI and online tools, using them only when permitted.
- We are kind and respectful in all digital spaces.
- We are careful to protect our accounts, passwords, and devices.
- We are focused on learning, not distracted by technology.
- We are mindful in caring for school equipment and following teacher directions.
- We are creative in how we use technology to learn, solve problems, and express ideas.

- We are proud to represent ourselves and CAC positively online and offline.

Every year, students will be expected to read and sign a Digital Integrity Checklist that shows they understand and agree to adhere to CAC's technology acceptable use standards.

Digital Citizenship Expectations (LARK)

At Cairo American College, technology is a powerful tool for learning, connection, and creativity. LARK guides how the school's core values are lived in the digital world.

- **Legal** use of technology means acting with integrity and responsibility by following both Egyptian and international law. This includes respecting copyright and intellectual property, protecting privacy, and never accessing or sharing harmful or illegal content.
- **Appropriate** use reflects respect for self and community. Digital content must be culturally sensitive, professional, and positive. A useful measure is this: if it is not something to share with family, a principal, or a first grader, then it does not belong in the school setting. Even actions taken off campus can affect reputation and the well-being of the community.
- **Responsible** use shows perseverance and accountability. Devices, passwords, and online accounts must be protected, and digital footprints considered carefully. Every click, post, and share has an impact, and choices must uphold school values and contribute to a safe and productive learning environment.
- **Kind** use of technology reflects compassion, respect, and courage. Others must be treated with dignity online, just as in person. Harassment, bullying, and exclusion are not tolerated, and technology should be used to connect, support, and inspire. In all digital spaces, kindness guides action with empathy and integrity.

Mobile Device Expectations in High School

Research shows that unrestricted mobile device use in schools hinders student focus, academic performance, and well-being. Mobile devices distract students, reduce concentration, and harm attention spans and critical thinking. Frequent use is linked to lower retention and test scores.

By limiting device use during school hours, we aim to create a focused, productive, and equitable learning environment that prioritizes education and fosters meaningful interactions among students and teachers.

Our mobile device expectations align with the CAC Core Values. By adhering to the guidelines below, students demonstrate **integrity** through honest and appropriate use of technology, **responsibility** by managing their devices in a way that supports their learning, and **respect** for the learning environment and their peers.

Definition: A **personal mobile device** refers to any portable, handheld or wearable device that is designed for individual use and can connect to the internet, communicate via voice or text, and /or run applications. Examples of Personal Mobile Devices:

- Smart phones, Smart watches, Portable gaming devices, Smart Glasses, etc.

General Expectations:

Students may bring their personal devices to school for use before and after school, during break times and during Flex periods. **Mobile / wearable device use is not allowed during learning time.**

- **Mobile devices are to be turned off and stored in classroom phone holders at the beginning of each class.**
- Mobile devices are not allowed to be taken to the bathroom during class time.
- Laptops and tablets (iPads, for example) may be used during class according to the teacher's directions. However, messaging, social media use and other non-academic uses and applications on these devices may not be used during class time.
- All non-academic applications (such as Snapchat, Whatsapp, Tik Tok, Instagram, Netflix etc), should be closed down during class time.
- Mobile device use in co-curricular activities will be determined by the activity supervisors / coaches.
- Mobile device use expectations on school trips and WWW will be determined by the trip chaperones and clearly communicated to students in advance of the trip.

Teachers may allow the use of devices in class if there is a specific educational reason to do so. Teachers may also allow devices to be used during designated breaks or other appropriate times for a short duration.

Teachers may require students to show them the applications and tabs that are running / open on their devices at any time during class.

Follow up and consequences for inappropriate usage

Students found to be in breach of the mobile device policy will face disciplinary action, which could include:

- Warnings
- Confiscation of the device by the teacher / admin
- Detention
- Parent meetings
- Handing in the device to HS Office / Admin
- Being banned from bringing a device to school for a specified time period
- Other appropriate measures determined by school administration including the possibility of suspension in the case of repeated inappropriate usage.

Parents/guardians will be informed of the school's mobile device policy and are encouraged to support its implementation by reminding their children of the expectations regarding mobile device usage during school hours. Additionally, parents can support by not texting or calling their student during school hours. In urgent cases or emergencies, parents should contact the school office on Ext. 5403/5413.....

By enrolling at CAC, students and their parents/guardians acknowledge receipt and understanding of the school's mobile device policy and agree to abide by its provisions.

Expectations for Dress in High School

The HS dress code below is written in the spirit of students understanding what constitutes appropriate attire for an international school community and in line with CAC's Core Values of integrity, respect, and responsibility. Students are expected to wear clothing for school that is appropriate for a learning institution, and keep in mind the conservative culture of the country in which we live. The school administration reserves the right to make final judgment on acceptable attire for students and may require any student to change into appropriate clothing, if necessary. Please note that the dress code may be different in middle and elementary school.

Minimum Requirements:

- Tops must have shoulder straps and cover areas from one armpit across to the other armpit. Tops should reach the waistband of the garment worn on the legs.
- See-through or mesh garments may only be worn with appropriate coverage underneath that meets the minimum requirements of the dress code.
- Clothing worn on the legs must reach at least as far down to the middle of the thigh.
- Shoes / sneakers must be worn at all times and should be safe and appropriate for the school environment.
- Students must follow any specific dress requirements for specialized courses, such as sports uniforms or safety equipment in Science / DT.
- Students should bring a change of clothing for PE classes.

Additional Requirements:

- Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, pornography, nudity, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
- Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- Students are expected to remove hats, caps and hoods for classes, assemblies and school events when asked.
- Clothing and accessories that pose a health and safety risk for the student or community may not be worn.

Textbooks

A growing number of CAC classes are moving to digital texts and materials. Not all classes use or have hard copy textbooks. In some classes at the beginning of the school year, however, CAC students will be issued textbooks. It is the responsibility of the student to keep books in good condition until the end of the year. Students will be billed the full cost for any lost or damaged books or other materials.

Lockers and Bags

All students taking a PE course will be assigned a PE locker upon request, located in the changing rooms in the physical education building. Students will need their own combination locks and will be required to use their PE locker to store clothes and valuables during classes. CAC does not assume responsibility for valuables lost, stolen, or left unattended in the changing areas or other areas of the school. As such, students are discouraged from bringing valuables to school. HS students are not allocated lockers.

For safety and security reasons, it is strongly recommended that students do not leave their bags outside; they should either keep their bags with them at all times, or use shelving in the HS Building. CAC does not assume responsibility for items left unattended. Valuable items should be kept on a student's person or left at home.

Litter and Recycling

It is the responsibility of each student to put litter into the appropriate garbage or recycling receptacles. Soda cans and plastic water bottles go into recycling containers, and other garbage goes into the marked

garbage cans. Students who walk away from their garbage on tables or on the ground will receive consequences. Thank you for helping to keep CAC free from litter and garbage.

Student Guests During School Hours

While we wish to share our school with student visitors, we also wish to maximize student learning in the classroom. For this reason, the number of visitors to the high school during school hours is limited. If a student wishes to bring a guest on campus during school hours, the following procedures must be followed:

- High school students are entitled to bring one guest on campus for either the morning or the afternoon. Students guests can visit for a half-day only;
- High school students must first complete an online Campus Access Request and receive approval from the principal or assistant principal at least 24 hours in advance of the visit;
- Student guests cannot enter classrooms when classes are in session. They may go to the library, the Reading Room center or wait outside by the coffee tables;
- The ideal time to plan visits is during breaks and / or lunchtimes.

Guests After School Hours

ID cardholders who are not students or employees are welcome on campus on weekends and school holidays from 5:00 a.m. to 10:00 p.m. and on school days from 5:00 a.m. to 7:00 a.m. and 5:30 p.m. to 10:00 p.m. ID cardholders are entitled to bring occasional out-of-town guests on campus. Guests must have prior approval from a high school administrator (Principal or Assistant Principal) or program coordinator and must be signed in at the security gate. Approval can be obtained via an online Campus Access Request (see the CAC Dashboard). Note: Nannies, drivers, private coaches and other employees of CAC ID cardholders may not be signed in as guests.

After school hours, cardholders are to accompany their guests at all times on campus and will be held responsible for the behavior of their guests on campus. Holders of temporary passes are not allowed to bring guests on campus. Guests, temporary cardholders, and visitors may not check out library materials. Please contact the Admissions/Registrar's Office (ext. 5507/5508) or email registrar@cacegypt.org for further information regarding available facilities, usage fees, and limitations.

Student Council

The HS Student Council (Stuco) is an integral part of CAC student life. From the planning of school social activities to consultation with CAC administration, the Student Council is actively involved in the life of our school. The council is composed of an Executive Leadership Team elected from the high school student body and four elected grade level specific leadership teams. Class officers in each class are assigned to 'across grade level committees' to engage in activities promoting their class, the school, and CAC's community spirit.

In order to be eligible to join or try for election to the Student Council, students must maintain a grade point average of 1.7 or higher and have no failing grades on published school reports. In addition, their behavior is expected to be in line with the CAC Core Values.

Week Without Walls

Week Without Walls (WWW) is an annual, one-week experiential course for students that takes them out of the classroom and immerses them in new situations and environments.

The objectives of the Week Without Walls program are the following:

- Foster global citizenship by encouraging students to actively engage with diverse cultures, address global challenges, and reflect on their roles and responsibilities in an interconnected world;
- Allow students the opportunity to forge stronger links between the classroom and the wider world;
- Create positive interactions and relationships among students in multi-age groups, faculty, and other tour leaders in unique settings;
- Provide opportunities for service-learning, adventure/outward bound experiences, and curricular and cultural experiences;
- Enrich and expand the cognitive and affective aspects of the CAC curriculum by providing students with diverse educational experiences.

Due to Egypt's unique geographical setting, it is the intent of the program to offer experiences mainly within the African, Asian, and European regions.

Each student will earn 0.25 elective credit for successful completion of the experiential WWW course. Successful completion is defined as full attendance during the week, and satisfactorily meeting the course objectives, as determined by the course teachers. It is assumed that students will always comply with rules, regulations, and chaperone requests. A violation of any major WWW expectation (i.e. curfew, drug and alcohol prohibition, behavior which endangers self and/or others, failure to attend daily sessions in Cairo etc.), in addition to incurring other school sanctions, may result in a failure for WWW listed on a student's academic transcript.

Student Services

Counseling Services

Among some of the issues that can be discussed with counselors are course choices, graduation requirements, scheduling of classes, academic concerns, internal and external testing, summer study options, college admissions, and any social, emotional and personal (confidential) concerns.

College Counseling

Throughout the school year, programs and seminars about college counseling are given for parents and high school students. A student desiring specific information regarding university or college counseling should make an appointment with his or her counselor. General information about college counseling policy is available in CAC's School Profile, which is available on the CAC website.

The recommended number of university applications ranges between 8-12 per senior, with the University of California system applications counting as one, The Netherlands' Studielink counted as one, and the UK UCAS application counting as one. This procedure is meant to enable the student to apply to universities that have been fully researched, are of true interest to the student and match the student's academic profile, thus enhancing the student's chance of admission.

Course Selection

The course selection process begins early in the second semester for the next academic year; course offerings and further information is shared during student class meetings and parent nights. For specific information about course selection and scheduling, consult the [Program of Studies](#), which lists all courses on offer at CAC, or see your counselor.

IB Program

CAC offers a variety of courses designated as International Baccalaureate (IB) that typically result in college or university advanced placement and/or credit. Students in these courses must register for the

external assessments offered by the IB (IB results are on a 1-7 scale). Colleges and universities publish their own individual policies regarding what level scores are needed for placement and/or credit in their individual disciplines. When a student applies to a college/university, CAC will report their IB Predicted Grades which are determined by the teacher based on the student's performance in IB style assessments to date. Please see your counselor or the IB Coordinator for further information.

Procedure for Sharing Predicted Grades For Full IB Diploma Candidates:

CAC counselors will collect predicted IB scores and share them with students for each IB course in September or October of Grade 12 for USA AE/ED, early UCAS or other early applications as needed. Predicted Grades will be collected again in January and shared with students. These grades are sent to universities as needed. The December prediction can also be sent for all full IB diploma candidates along with the mid-year transcript to every university in which the student has applied (upon request).

Note: The IB Predicted Grade is a teacher's best estimate of the final grade a student will achieve in an IB subject, Core Component, or the overall diploma, based on their performance in internal assessments, coursework, and mock exams. Teachers use their knowledge of IB standards and assessment instruments and data on student performance to determine Predicted Grades. To that end, they must not be viewed as negotiable. Parents and students both are asked to respect the Predicted Grades issued by the teacher and to seek to understand the reason for the prediction rather than seek to change it. Predicted Grades are meant to be used as guidance for university selection and academic goal setting.

AP Courses

CAC offers a number of Advanced Placement (AP) courses year to year. All students in AP courses must register for the external assessments offered by AP (AP results are scored on a 1-5 scale). Colleges and universities publish their own individual policies regarding what level scores are needed for placement and/or credit in their individual disciplines. Please see your counselor or the Assistant Principal for further information.

AP/IB Exam Conflicts and Travel to Season Three ISAA Tournament

For students choosing to pursue both AP courses and IB Certificates, there is a possibility that the exam schedule published by College Board and the International Baccalaureate Organization may have two exams in conflict. When this happens, Cairo American College will request an alternative form of the AP examination to be taken during the "late testing schedule" of AP exams. This usually falls in the second half of May. It is important that students opting for third season sports check their AP/IB exam schedules carefully as ISAA championships often conflict with the exam sessions. If this happens, students have the choice of one of the following:

- To make arrangements with the Athletic Director to travel to ISAAs independently, arriving late to the tournament, in order to sit the exam during the late testing schedule.
- Not to travel to ISAAs.

Schedule Changes

A. Drop/Add Period for Schedule Changes

From the third day of classes through the seventh day of classes at the beginning of the semester, students have the opportunity to drop and add classes to best suit their interests provided space is available. Please note that CAC does not honor drop/add requests to change from one teacher to another teacher in the same course. During the second semester, students may make changes to their semester courses at the start of the term. Please note that should a student be absent from school during the

drop/add period they may not be given extra time to add or drop classes, depending on circumstances. Students cannot change classes on day one or two (unless there is a scheduling error) as we ask that they rotate through all of their classes before they make and schedule change requests.

B. Drop/Add Period for Independent Study

Students wishing to arrange for an Independent Study of a course not offered at CAC must do so as part of the registration process the spring prior to the beginning of the school year. Students wishing to arrange for an Independent Study course to resolve a scheduling conflict must speak to the appropriate teacher and that teacher, in turn, must submit the course of study to the administration for approval.

C. Taking and/or Dropping an 8th Class

Some grade 9 and 10 students wish to challenge themselves by taking eight subjects in a year. Students interested in such a load should register for 7 classes in the spring and make a note on their registration sheet of the 8th class that is of interest. Should the request be granted, the student will be enrolled in 8 classes. The deadline for dropping the 8th class is 4:00 p.m. on the Thursday of the seventh full week of school. Students wishing to drop their 8th class after this time should be aware that WP (withdraw pass) or WF (withdraw fail) will appear on their transcript. Grade 9 students will need to arrange to attend the seminars when they occur, and can consult with their counselor to select which class to be excused from for those 45 minute sessions throughout the year

D. Changing Course Levels

Sometimes students select an advanced level of a given subject (eg: HL Physics instead of SL Physics). Students are encouraged to make adjustments to their schedules during the drop/add period; however, it can sometimes be difficult to determine if the level is correct in such a short span of time. Students experiencing academic difficulties later in the term who wish to change the level of their course (to a lower level of the same subject) should see their counselor. Please note that the preferred new class may be full, which would prevent the change. The counselor will give the student a "Schedule Request Change Form" to begin the process of changing levels, if there is space in the new class. In turn, the student will complete the form with their teacher and parents. Changes initiated by the beginning of the sixth week of school and completed by the end of the seventh week of school will not be reflected on the school transcript. Changes made after this timeline will appear on the transcript as either WP or WF.

E. Two-Year IB Courses

In general, students enrolling in an IB course are expected to complete the full two years of the course and honor their commitment to complete internal assessment components (IA) and sit the final external IB examinations. Should a student wish to drop/change levels in an IB course they must do so within the above listed timeframe. However, a change in any IB course must be completed within the first semester of year two of the course.

F. 12th Grade Course Changes

Any senior wishing to make a core subject course change after initial transcripts have been submitted to universities must notify each college/university and share the response with their counselor prior to making the change.

Counseling Office Procedures

A. Document Request Forms

When a student needs official school records/documents (transcripts, letters of recommendation) sent on their behalf (transfer, summer program, college application) they must complete a Document Request Form (DRF). This form is located in the Counseling Office. The Document Request Form must be

completed in its entirety and returned to the Counseling Office five days in advance of when you wish the items to be processed. Once all documents have been received, the items will be sent via the preferred delivery method indicated on the form.

B. Letters of Recommendation/Student Evaluation Forms (Transfer, Summer Programs, Psycho-educational Testing)

If a student would like to request a letter of recommendation from a counselor or teacher, the student is responsible to make these requests directly to each person from which they need a recommendation. Next, the student must complete the DRF and submit it to the Counseling Office. Please note that writing a letter of recommendation takes time; therefore, students are advised to ask for the letter well in advance of the deadline.

Please note that CAC maintains a no-release policy for all letters of recommendation and/or evaluation forms. Therefore, these confidential documents must be delivered directly from CAC to the location indicated on the Document Request Form. Letters and/or evaluation forms will not be released to the student/parent. Please also note that any time a student and/or parent requests a CAC faculty member to complete an evaluation (transfer, letters of recommendation, summer programs, psychoeducational evaluations/testing forms), this process starts with the counselor.

Other External Testing Options for Students

- **American College Testing (ACT):** Information is available at www.act.org. Since April 2022, CAC is a fully authorized ACT Testing Center and runs six ACT tests on campus annually. Students may sign up to take this test at any time depending on available spaces. Note that all ACT tests are also open to the general public so early registration is advised.
- **College Board Admissions Testing Program (SAT)** test dates at www.collegeboard.com
CAC is an official testing centre for the SAT. SAT exams are offered at CAC several times throughout the year.

Students who are applying to US colleges and universities that require the SAT or ACT exam for admission should contact their counselors to discuss options. Your counselor will be glad to work with you and your family to develop an individualized application and testing strategy.

- **Test of English as a Foreign Language (TOEFL):** The TOEFL can be taken at the Cairo office of AMIDEAST (American / Middle East Educational & Training Services) at 23 Mossadak Street, Dokki. Test dates and information are available at ets.org/toefl.
- **International English Language Testing System (IELTS):** IELTS is administered by The British Council. Dates and locations in Egypt may be found on the British Council website here <http://www.britishcouncil.org/eg/en/exam/ielts/dates-locations>. Students applying to UK universities must check the current visa policies regarding English Proficiency requirements if you are applying as an international student.
- **Duolingo:** The [Duolingo](https://www.duolingo.com) English test is also accepted by some universities to demonstrate English proficiency.

Virtual School/Online Courses

Students enrolled at CAC have the option of taking an additional virtual course upon administration and

counseling approval. Pending a discussion among parents and counselors, non-full-IB students may take an online course in addition to their normal course load. Note that CAC does not make schedule changes to accommodate non-full IB Diploma students taking an online course. For full-IB Diploma students, taking an online course with Pamoja Education allows students to schedule the course into their daily timetable. K12 online courses for credit recovery will appear on the CAC transcript and are awarded credit on a Pass/Fail basis. Students are responsible for requesting the K12 transcripts to be sent to CAC counseling office for grade and credit verification.

Parents of students taking online courses are responsible for all costs and registrations for the courses, including test proctors if required. Students must notify the counseling department at the time of registering for the following year courses if they desire to take a course virtually.

Please note that CAC and Pamoja courses do not have identical start and end dates and do not follow the CAC calendar. For example, Pamoja courses usually start in September as opposed to mid-August. This may mean that students need to attend an online Pamoja class during vacation days or on a Friday. IB Pamoja course grades use the IB grading scale of 1-7.

In some instances the marking periods of the online providers and CAC line up and “official” grades can be reported. When this is not the case, the virtual school coordinator will ask for and report a “progress grade.” Either way, all virtual course grades are reported on CAC progress reports and are used to calculate eligibility and academic probation.

Virtual courses are independent in nature but students are required to check in at the start of each virtual block with the virtual school coordinator to monitor their attendance. CAC faculty do not act as tutors for online courses. The coordinator will check student progress every two weeks. If a student falls below a 70% in academic performance in a K-12 course, he/she will be required to spend the entire virtual course block in a supervised study hall in anticipation of completing virtual school work. The same holds true for a Pamoja course; however, given the difference in marking, performance will be determined by meeting the minimum participation expectation set by the Pamoja professor. This arrangement will continue for a minimum of two weeks at which time, if the student has improved performance, they will be able to once again simply check in for attendance and work independently.

If a student decides to withdraw from the on-line course at any time, a WP (withdraw pass) or WF (withdraw fail) will appear on the student’s transcript. Please note that withdraw failing will affect a student’s GPA and credits.

Learning Support

The Learning Support Program addresses topics related to helping students improve their school performance. Students are assisted to accurately recognize their learning strengths and needs, developing compensatory strategies whenever possible to minimize deficiencies. There is a strong emphasis on student responsibility and self-advocacy. Program eligibility is based on an identified learning disability or other health issues affecting school success as outlined in a current educational assessment. The student may refer himself/herself to the counselor, and parents and teachers may also refer a student to the for consideration and enrollment into this program.

English Language Learning

The ELL Program in the High School consists of an additional course intended for non-native English speakers whose language skills are still developing. The focus is on the four language skills: Speaking, Listening, Reading, and Writing. The course is offered in Grades 9 and 10 only, after which ELL students

are expected to manage without additional language support. Students are assigned to the ELL course based on their performance in the ELL Screening that is part of the admission process or on the professional judgment of their previous ELL teacher. ELL classes are typically small, and the curriculum is differentiated and targets each individual student's language learning needs. ELL students may also receive help with assignments and assessments required in their regular courses, particularly the language-intensive courses English and Social Studies. The ELL course is graded Pass/Fail based on a student's engagement and participation in the learning activities.

Academic Success

The top priority at CAC is education. Students learn best when they are actively involved in the educational experience. Students, who attend school regularly, are prepared for each class, have a positive attitude, and follow our behavioral expectations, experience the highest quality of learning. Each student is responsible for his or her role in the learning process. Students are expected to give their best and to produce the highest quality work possible. No student has the right to disrupt the learning environment of others. CAC also recognizes that success in school depends on a healthy balance of academics, social and co-curricular activity, and family time.

Assessment

Assessment Philosophy

Assessment is a dynamic and integrated part of learning and teaching, informed by the school's guiding statements, subject philosophies, and practices. The purpose of assessment is to maximize learning, monitor growth, verify achievement, and inform teaching. Assessment is rooted in the principles of equity, inclusivity, and student-centeredness. Assessment reflects a commitment to empowering students and nurturing well-being.

High School approaches the assessment process in a manner that encourages a growth mindset in students. Teachers create safe learning environments where students feel comfortable taking risks and making mistakes.

Assessment is informed by the most current academic research on the learning brain. All subjects in the High School give regular formative/summative assessments and a summative exam at the end of each semester. Assessments in grade 9 and 10 courses routinely integrate IB command terms and assessment criteria as appropriate to ensure vertical articulation of the IB Diploma Program. Faculty routinely moderate common IB assessments to ensure consistency in marking practices.

Coordination of Major Tests and Assignments

Coordination of testing between classes in the High School can create a great deal of stress for students and for teachers. Teachers will utilize assessment calendars to guide their scheduling practices, so that conflicts in deadlines and test dates are minimized. Upon assignment of test / deadline dates, every student is responsible for immediately informing the teacher that a major test or examination will be the third one scheduled for one day. If this occurs, the student and teacher will make every effort to reschedule the examination within two school days of the original date.

Grading/GPA System

A student's GPA is calculated by converting each semester course grade to a GPA value, and then adding the GPA values and calculating an average GPA score based on the number of courses. The GPA is calculated to two decimal points.

Grade Range	GPA	Grade Range	GPA	Grade Range	GPA
A+ (100-97)	4.3	B (86-83)	3.0	C- (72-70)	1.7
A (96-93)	4.0	B- (82-80)	2.7	D+ (69-67)	1.3

A- (92-90)	3.7	C+ (79-77)	2.3	D (66-63)	1.0
B+ (89-87)	3.3	C (76-73)	2.0	D- (62-60)	0.7
				F (59-0)	0.0

Other grades/codes used in reporting:

WP	Withdrawal-Pass	PS	Pass (for a pass/fail course)
WF	Withdrawal-Fail*	FL	Fail (for a pass/fail course)
ME	Medical Excuse	I	Incomplete**
AU	Audit	D-	Lowest passing grade

* For students who receive a WF, a zero will be included in their grade point average.

** Used only when extenuating circumstances prevent the student from meeting course expectations (i.e. hospitalization, illness or family emergency). Incomplete grades must be made up within two weeks from the official reporting period in which the incomplete is granted.

Class Rank and Cumulative GPA

Cumulative grade point average (GPA) is determined from the semester grades of classes completed at CAC. IB courses designated as Higher Level (HL) or Advanced Placement (AP) receive an additional weighting of 0.3. School policy prohibits reporting class rank to colleges/universities.

CAC Homework Philosophy

(Board Policy: 7.902)

CAC teachers assign homework. The type of assignments will vary from reading material to practice questions to project work. The following guidelines will apply throughout the school, and each division will develop practices that are developmentally appropriate to the age of the student, the subject or program of study.

Guidelines

- Teachers design quality homework tasks whose purpose and relevance are clear to their students. Teachers monitor the amount of time certain tasks typically take, and teachers must update both SKYWARD and online classroom resources on a regular basis so that students and parents have access to grades, assignment instructions, and course documents when the gradebook is open for viewing.
- It is the responsibility of the students to be proactive and meet with their teachers on the day between classes if they need additional information or explanations. It is also the student's responsibility to discuss workload problems with their teacher should the student feel overwhelmed. However, students are expected to set aside quiet time to concentrate fully on each task without indulging in distracting activities. In addition, students must follow the school's academic honor code while doing homework, do the work on the day it is assigned, turn in their homework on time, and check classroom online resources before and after class on a daily basis.
- Parents can help struggling students by monitoring the conditions in which their children work to make sure valuable time is not lost to distracting activities. If a homework issue or question arises, parents are encouraged to stress upon their child to address such questions with the classroom teacher, either via email or in person. Parents are encouraged to check SKYWARD every two weeks.
- In general, students can expect to spend between 1.5 and 2.5 hours of uninterrupted time on homework each evening. Students taking AP or IB classes (college level classes) will have more

homework than those not taking AP/IB classes. Students completing the IB Diploma Program will face substantial, time consuming academic demands nearly every evening. It is recommended that students who are spending too much time on homework discuss their issue with their teacher who may refer the student to a counselor.

Report Cards / Progress Reports

To decrease student stress, access to view grade updates via SKYWARD is opened every two weeks; however, students can always speak directly with their teachers at any time. Coursework is completed during roughly seventeen weeks in a semester. This accounts for 80 – 90% of the overall semester mark (depending upon the course). A cumulative final examination is then given at the end of the semester and accounts for 10 – 20 % of the overall semester mark (depending upon the course). In a semester, students will receive one narrative progress report and one official report card. Only official semester marks are reflected on a student's transcript. If, at any time, a student requires an official report to transfer schools and/or to apply for programs, the Counseling Department is able to produce a "report card" style document based on the most recent progress report.

Honor Roll

An Honor Roll is computed at the end of each semester and is based upon each student's overall semester GPA (calculations are rounded up to the hundredth decimal point):

- Highest Honors = 4.00- 4.30 GPA
- High Honors = 3.70 - 3.99 GPA
- Honors = 3.40 - 3.69 GPA

High School Awards

CAC prides itself on an extremely rigorous academic program, supported by strong co-curricular programs in athletics, arts and service. All of these areas, and the school's Core Values, are reflected in the awards presented by the High School each year. See below for a list of the annual awards. (Note: students for whom there are concerns about behavior, attendance and / or punctuality may not be considered for an award.)

1. **Outstanding Achievement Awards:** For excellence in academic achievement within a subject, as well as a positive attitude toward the course and learning in general. Awarded to one of the highest achieving students in each course whose positive contributions include genuine interest in the subject, creative and critical thinking, a collaborative and supportive approach, attentiveness to feedback, and modeling the CAC Core Values.
2. **Top 10 Scholars:** Awarded to the ten students in the grade level with the highest year-long cumulative GPA scores.
3. **Senior Departmental Awards:** Awarded to a senior student in each department who demonstrates exceptional talent, high achievement and sense of accomplishment in the subject as well as outstanding citizenship.
4. **Valedictorian & Salutatorian:** Awarded to the senior students with the highest and second highest cumulative GPA scores for junior and senior years in the High School. GPA scores are calculated using a weighted scale depending on the difficulty of the course.
5. **School Wide Awards:** Presented to students who demonstrate attributes in line with CAC Core Values and Mission Statement and who meet the specific criteria for each award listed below:

- a. **The Elizabeth Carr Creative Writing Award:** Presented to a student who has shown great promise in creative writing or poetry
- b. **The Saber Sadek Award for Excellence in Technical Theatre.** The recipient of this award is a veteran of the Theater program at CAC who has demonstrated exceptional technical skill, character, dedication, and a genuine love for theater and the art of stagecraft.
- c. **The ECIS Award for International Understanding (Tushar Tom Zacharia Memorial Scholarship):** Presented to a student who is a good representative of their own country, with a positive attitude toward the life and culture of others.
- d. **The Service Above Self Award:** given to the senior who exhibits the most dedication and purpose in service to the CAC school community.
- e. **The Deana Blanchard Award and Memorial Scholarship:** The recipient of this award is a senior who is a lover and supporter of the arts, is hard-working, intrinsically motivated, and has a positive attitude about self and towards others.
- f. **The Principal's Leadership Award (Kira Goodwin Leadership Grant):** The Principal's Leadership Award is given to that 9-12 student who exhibits qualities of positive leadership within the school.
- g. **The CAC Award:** The CAC Award is given to a student who most exhibits the characteristics associated with the school's philosophy.

Academic Honor Code

CAC embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning, and represents the highest possible expression of shared values among the members of the school community. The values underlying and reflected in the CAC Honor Code are:

- **Academic honesty** - demonstrated by students when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately;
- **Respect** - for others and the learning process to demonstrate academic honesty;
- **Trust** - in others to act with academic honesty as a positive community-building force in the school;
- **Responsibility** - is recognized by all to demonstrate their best effort to prepare and complete academic tasks;
- **Fairness and Equity** - demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty;
- **Integrity** - of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

These principles serve as the foundation for a lifetime code of ethics. By collaboratively encouraging an atmosphere of honesty and hard work, students, faculty and administration serve the student body of CAC by making it a better place to learn. (Board Policy: 8.50)

IB students will be required to sign an Academic Integrity Contract.

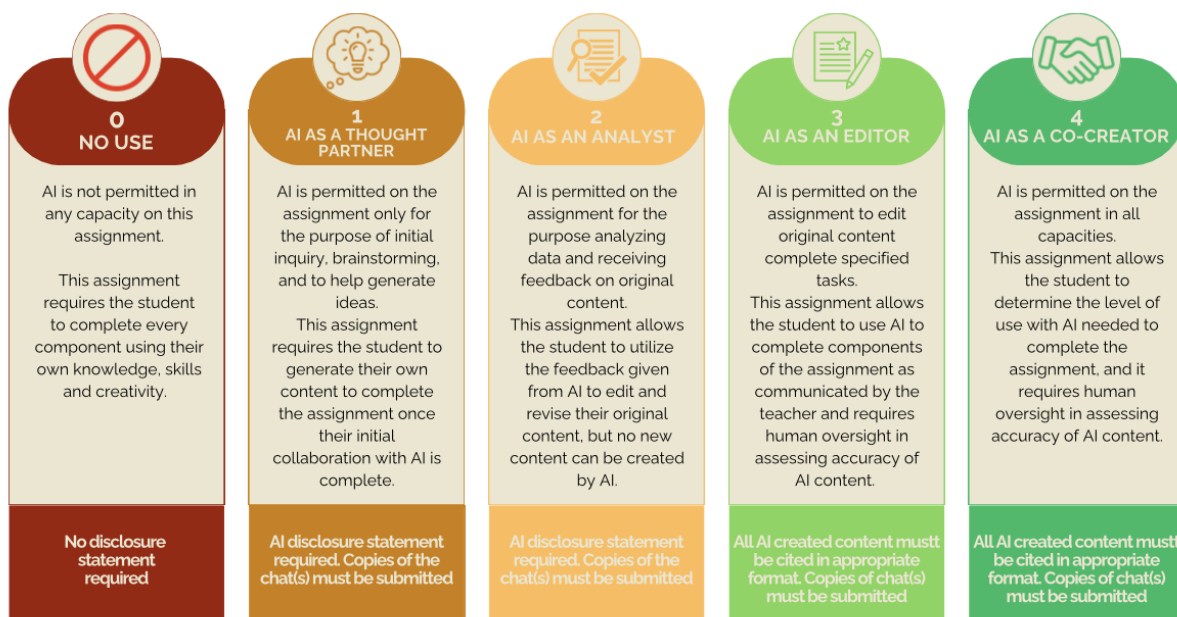
Academic Integrity in the Digital Age (v. August 2023)

In today's ever-evolving educational landscape, the integration of technology has brought both opportunities and challenges to the forefront. As students navigate this terrain, it is imperative to address the use of AI writing tools, such as ChatGPT, within the context of academic integrity. Students should aim to use AI tools while adhering to the principles of honesty, originality, and ethical conduct in their academic endeavors. Intellectual honesty is vital to our academic community and for fair evaluation of students' work. All work submitted must be the student's own, completed in accordance with the CAC's Honor Code. By understanding the appropriate and responsible use of AI tools, we foster an environment that nurtures genuine intellectual growth and encourages students to embrace their unique voices while engaging with these powerful resources.

Guidelines for Generative AI Usage:

- Check with your teacher before using AI to assist with assignments.
- To avoid any type of plagiarism, ensure work submitted reflects your own personal understanding and originality.
- Cite AI-generated content that is incorporated into assignments, using MLA / APA, etc.
- Any use of AI tools in the creation of work must be communicated to the teacher when submitting assignments.
- Excessive reliance on AI-generated content may be considered a breach of the Honor Code and result in disciplinary consequences.
- Teachers use an AI Acceptable Usage Scale to assist students understanding the expectation around AI use for certain assignments:

CAC GENERATIVE AI ACCEPTABLE USAGE SCALE



Cairo American College approved AI Platforms are Magic School AI, Canva, and the tools in AI Adobe Creative Suite
Version 2 - May 4th 2025

The school's academic honor code remains in effect for all online learning. Before a student solicits assistance from outside help (classmates, family members, tutors, or reference websites, for example) they must clarify with their teachers how much and what manner of collaboration and assistance is allowable and ethical. "Sharing" completed assignments or documents with other students is considered cheating, as is sharing photographs or screenshots of completed work. If a student feels undue pressure to share their work with other students, they should speak to a counselor.

Violations of the Academic Honor Code

- Plagiarism, or using another's work, published or unpublished, as one's own. Plagiarism also includes failure to use quotation marks or other conventional markings around material quoted from any source;
- Obtaining, distributing or referring to a copy of an examination which the teacher has not authorized to be made available for such purpose;
- Any act that impedes the ability of other students to have fair access to materials assigned or suggested by the teacher. This includes unauthorized removal or destruction of library or other source materials;
- Cheating, or referring to information not specifically permitted by the teacher, especially during exams or tests. This includes receiving information from a fellow student or other unauthorized source;
- Overuse of, or omitting citations for, generative AI tools such as ChatGPT.
- Unauthorized alteration of grades or any other records related to the academic performance of a student;
- Malpractice or misconduct which permit gaining an unfair advantage on an assessment;
- Assisting another student in committing the violations outlined above;
- Other instances of academic dishonesty as identified by individual teachers.

Procedure for Handling Honor Code Violations

- Teachers may further define acts, in writing, that constitute violations of the Honor Code in their classrooms. These acts will be explained to each class and will be effective thereafter for that class;
- When a teacher believes there has been an Honor Code infraction, the teacher will inform the student of the suspected infraction.
- The student is responsible for informing their parent(s) or guardian(s) within twelve hours of an alleged or actual violation of the Honor Code. The teacher will inform the parent(s) or guardian(s) of the incident after the twelve-hour period.
- At the time of the incident, the teacher will inform the Assistant Principal who will then follow up with the student in collaboration with the teacher.
- The teacher and Assistant Principal will decide the appropriate consequences to be applied.

Academic and Disciplinary Consequences for Honor Code Violations

- Academic consequences may include one or more of the following:
 - Additional work to provide evidence of the student's academic performance and that the student knows and understands the course material;
 - A lower or failing grade or score on the assignment or exam;
 - A lower or failing grade in the course.
 - For IB courses further consequences will be applied in accordance with IB Guidelines.
- Depending upon the severity of the violation, one or more of the following disciplinary actions may be taken. Repeated incidences or violations will result in more severe consequences:

- **Reprimand** - a written statement expressing disapproval of the conduct;
- **Detention** - detention from lunch, flex block, or after school may be recommended;
- **Probation** - a defined period of time where the student's academic progress is closely tracked and monitored.
- **Suspension** - an in-school or out-of-school suspension may be recommended. At the conclusion of the suspension, the student will be permitted to return to school on a probationary basis.
- **Expulsion** - very serious and/or chronic offense may lead to recommendation for removal from CAC (after three Honor Code violations, a student may be exited from CAC). The student will not be permitted to re-apply for admission to CAC until he/she has been withdrawn for at least one full academic year (board policy).
- **Other reasonable sanctions or a combination of sanctions** - is up to the discretion of the administration if other sanctions or a combination of sanctions is necessary for specific student infractions. If requested on the mid-year or final-year report, serious disciplinary infractions resulting in suspension will be reported to the respective college or universities.

Academic Standing & Academic Probation

To remain in good academic standing, students must maintain a grade point average of 1.7 or higher and have no failing grades. Good academic standing is required for students to participate or travel in athletic, performing arts, or co-curricular activities.

A student who earns a grade point average of below 1.7 and/or two or more failing grades in all classes, including online classes, will be placed on academic probation. This will be determined four times per year at the end of every semester and at the mid semester progress report of each semester. Students on academic probation will be placed on a contract designed to assist them with academic matters. Students who fail to meet the terms of the probationary contract may be exited from CAC. In addition, a student who is placed on academic probation for any two reporting periods in one school year may also be exited from CAC. (Board Policy: 8.503)

Semester Summative Exams

All subjects in the High School give regular formative/summative assessments and most also give a summative exam at the end of each semester. While many subjects will have a two-hour written exam during the final 3-4 days of the semester, more practical classes may opt for an alternative assessment (eg: portfolio, performance, etc.). The summative assessment will count either 10% or 20% of the overall semester mark. Teachers will reflect this information and weighting on their syllabi. The exam dates, in general, will be posted on the master school calendar at the start of each school year.

As with any exam schedule, some students will have exams scheduled at the same time, and an alternative time will be assigned by the HS Assistant Principal.

As with external exams, students are required to sit their semester exams at the published day and time, barring a medical or family emergency. If a student falls ill during exam week he/she must bring a doctor's note to excuse the absence and will sit for any missed exams at the next open exam seating. If all exam dates have passed before the make-up exam can be arranged, the student must sit missed exams before beginning classes in semester two. Exams missed due to illness in the second semester can only be made up during the exam week. Students may not make up exams missed due to travel or early departure, without the prior approval of the HS assistant principal.

Second Semester Exam Exemptions

Students taking an externally moderated exam for a CAC class will be exempted from second semester examinations (eg: IB or AP examinations). The student's semester mark will be calculated solely on the coursework done during the semester. In classes without an external examination, students will continue to attend class until the end of the semester.

Seniors who have maintained an "A" average (93% or higher) in second semester coursework will be exempted from exams in the second semester. The student's semester mark will be calculated solely on the coursework done during the semester.

Yearly External Assessment and Testing

- **Measure of Academic Progress (MAP):** MAP tests are taken in mathematics and Reading in Grade 9 on a bi-annual basis. Tests are taken in the Fall and Spring and the results are used to inform individualized instruction, differentiation and curriculum adjustments / development. MAP results are for internal use only and are not reported outside of CAC or recorded on a student's transcript.
- **Preliminary Scholastic Aptitude Test (PSAT):** The Preliminary Scholastic Aptitude Test will be given in October to all 11th and in March for 10th Grade students during school hours. Information is available at www.collegeboard.com.

The results of these assessments are used to guide individual learning, and curriculum adjustments; they are not reflected in semester grades.

Graduating from CAC

A yearly class translates into what almost all North American schools and many international schools call a "credit." In order to graduate from CAC, students must have earned 25 credits during their four-year high school career. This number of credits is considered a minimum. Students pursuing a college preparatory program are strongly recommended to complete 26 or more credits. The chart below shows CAC's minimum graduation requirements and recommended graduation requirements.

"To be eligible for a CAC High School Diploma, and to be eligible to participate in commencement, a student must successfully complete the entire senior year (Grade 12) at CAC and meet all CAC graduation requirements. No exceptions are made to this policy." (policy 7.907)

Valedictorian and Salutatorian

The Valedictorian and Salutatorian for the senior class will be selected according to the highest and second highest cumulative grade point average for the first and second semesters of grade 11, the first semester of grade 12 and the mid-semester progress report of second semester grade 12. To account for overall course rigor, a GPA factor of 0.3 will be added to all IB Standard Level courses and a factor of 0.5 for all IB Higher Level and Advanced Placement courses will be used when determining the cumulative GPA averages. This weighting system will only be used for the determination of Valedictorian and Salutatorian.

Graduation Requirements

(Board Policy 7.907)

Course	Minimum CAC Graduation Requirements	Recommended College Prep Course of Study
English*	4 credits	4 credits
Social Studies**	3 credits	3-4 credits
Mathematics	3 credits	3-4 credits
Science	3 credits	3-4 credits
World Languages	2 credits	2-4 credits, one language
Visual, Performing & Practical Arts***	2 credits	2-4 credits
Physical Education	1.5 credits	1.5 credits
Health	0.5 credits	0.5 credits
Electives****	6 credits	6-7 credits
Week Without Walls*****		
Total	25 credits	25-28 credits

* Students must take one core English course per year. Electives within the English Department cannot be substituted for core courses.

** US History is required for all US citizens and recommended for students who are planning to attend US colleges and universities. This requirement may be waived for IB Diploma students.

*** Each student is required to complete two credits in the arts; ONE credit may be from the Practical Arts strand.

**** Any course taken beyond the number of units required in a given subject area is regarded as an elective in that subject area.

***** Week Without Walls courses receive 0.25 credit per year and are added to elective credits. CAC students must be enrolled in one WWW course every year while attending CAC. Also, the WWW grade appears on report cards as a pass/fail grade. Students who attended CAC in the 20/21 school year, when WWW was canceled, will not be required to make up this missing 0.25 credit.

Transfer Credit

CAC accepts no more than eight credits per year for students applying to and transferring into the High School from other schools. Grades from previous schools will not be applied to the CAC grade point average, will not affect class rankings, and are not shown on the CAC transcript. Please refer any questions about transfer credits to the counselors. Graduating students who did not attend CAC for 4 years may be granted an exemption for missing credit(s) on a case-by-case basis.

Credit Recovery

Each student must make appropriate progress toward meeting CAC graduation requirements. A student is considered credit deficient if they fail a required course or enough elective credit to prohibit graduation with their class. In such situations, an approved plan of credit recovery must be in place prior to the end of the academic year. Credit recovery options may include supervised online learning or summer courses at an accredited institution. All costs involved in credit recovery are the responsibility of the student and family.

Student Records

Student record data are designed to promote the welfare of the 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.

All school fees must be fully paid and all charges assessed for damages to the school must be settled to the school's satisfaction in order for student records or transcripts to be released. (Board Policy: 8.90)

Expectations for Behavior

Our expectations for appropriate behavior reflect our school's Core Values and Mission. As an international school, Cairo American College embraces its culturally diverse community. CAC students are expected to conduct themselves in such a manner as to be a credit to CAC, the community, and – most importantly – to themselves.

CAC Core Values

The three CAC Core Values of Respect, Responsibility, and Integrity provide a framework for ethical decision making for students and appropriate responses when there are problems. It is the school belief that if a student models these values in all that they do, there would be no need for any disciplinary actions or consequences. In addition, embodying these values sets a student on a path towards living a healthy and fulfilled life as an adult and global community member.

A Diverse and Caring Community

CAC is proud of its campus atmosphere that cultivates an environment that encompasses openness, awareness and empathy, where community members feel welcome and comfortable without fear of discrimination. We are committed to fostering a respectful and anti-racist environment for all students, staff, and community members. To maintain a positive and welcoming atmosphere, it is essential that all members of our school community use language that is respectful and considerate of others in line with the CAC Core Values of respect, compassion, integrity, and responsibility.

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.

Restorative Practices, Conflict Resolution and Seeking Solutions

CAC prides itself on the positive relationships and open communication it nurtures among faculty, administration and students. However, as in all relationships, problems will sometimes arise. Students and parents are encouraged to take problems directly to the source.

Students with problems in specific classes should consider the following:

- Talking with the teachers, relating what the problem is, and what possible resolutions exist;
- Talking with a CAC counselor for help in clarifying items involving students and teachers;
- Talking with parents about school issues and seeking parental input into problem-solving strategies;
- Talking with the Assistant Principal or Principal when previous strategies have not worked.

Disciplinary Measures

Breaches of discipline and violations of CAC rules and policies are dealt with using a series of measures reflecting the seriousness of the offense. Disciplinary measures in order of severity are:

- **Revocation of student privileges** - Students may have break, off-campus, and/or Flex privileges temporarily or permanently suspended
- **Detention** - Students may be required to stay in the office for lunch, flex blocks, or after school from 3:05 pm until 5:00 pm.
- **Suspension** - Serious or repeated offenses may lead to suspension. This action will be taken only after careful consideration and consultation between the Assistant Principal and/or Principal.
 - a. **In-school suspension** – The student will remain on campus during school hours but may not participate in any co-curricular or athletic activities. They will leave campus immediately after school. Students are permitted to make up work for any excused absence during an in-school suspension. Internal suspensions are not recorded on a student's permanent CAC transcript.
 - b. **Out-of-school suspension** – The student may not enter the campus for any reason, before and after school, and on the weekend if the suspension involves Thursday and Sunday. Out-of-school suspensions are recorded on a student's CAC file.
- **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. A student on disciplinary probation will need to meet specific conditions.
 - b. 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.
 - c. 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.
- **Expulsion** - Very serious and/or chronic offenses may lead to recommendation for removal from CAC. The student will not be permitted to re-apply for admission to CAC until he/she has been elsewhere for one full school year.

Suspension and Expulsion Policy

(Board Policy: 8.401)

This policy sets out required procedures for suspension or expulsion at CAC. Attendance at Cairo American College is a privilege based on our status as a private, independent school. All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. Students whose behavior is unacceptable, as judged by the

administration in accordance with school policy, may be subject to disciplinary actions. These may include suspension or expulsion if such is thought necessary by the Head of School, on recommendation of a Principal.

- It is the responsibility of the Principals, under the direction of the Head of School, to establish rules of conduct and disciplinary actions, and to make these available to students and parents/guardians via the school Handbooks.
- It is the responsibility of parents and students to read and adhere to the rules of conduct and to understand the possibility of disciplinary actions.
- Communication between school staff, students and parents is an important feature of discipline. Parents and Students should be fully aware of the suspension and expulsion procedures and their place in the context of the school's policies.
- All students have the right, in cases of disciplinary action, to a process that is respectful and implemented consistently with the school's Core Values.
- Disciplinary actions will be carried out with procedural fairness at all times. Procedural fairness is generally recognised as having two essential elements: the right to be heard, and the right to a fair and impartial decision.
- In implementing these procedures, the Principal must ensure that no student is discriminated against on the basis of race, color, religion, sexual orientation, gender identity, national origin or disability. The Principal must also ensure that the implementation of these procedures takes into account additional relevant factors such as the age, any disability and developmental level of students.
- The Principal must ensure that records are written and retained of any action taken in relation to the implementation of CAC disciplinary procedures.
- These procedures apply to the behavior of students at school, on the way to and from school, and while away from the school site on school sanctioned activities. They can apply outside of school hours and off school premises, when there is a clear connection between the school and the conduct of students. This includes the use by a student on social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a staff member.

Suspension

Suspension is intended to allow time for the student to reflect on their behavior, to acknowledge and accept responsibility for the behaviors which led to the suspension, and to accept responsibility for changing behavior to meet the school's expectations in the future.

Suspension is one strategy for managing inappropriate behavior within a school's student welfare and discipline policies. The school's expectation is that parents will take an active role in partnership with the school in modifying inappropriate behavior of a child. The school will work with parents with a view to assisting a suspended student to rejoin the school community.

In most circumstances, before a suspension is imposed, certain prior steps--as outlined in the Handbooks--must be taken.

In some circumstances, the Principal may determine that a student should be suspended immediately (without any notice, hearing or prior record of misbehavior). This will usually be due, but not limited, to reasons such as the safety and welfare of the student, staff and other students.

Expulsion

There may be instances in which a student's behavior clearly demonstrates either unwillingness or inability to live within CAC community expectations. This is most often demonstrated by repeated, cumulative disciplinary incidents. In such cases, the Head of School may expel a student from the school. In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

Having completed all necessary prior steps (as set out in the Handbooks), and having reached a decision to expel a student from the school, the Head of School will inform the student and the parents of this decision in writing. This formal notice should state the right to appeal the decision.

In some serious circumstances, the Head of School may determine that a student should be expelled immediately (without any notice or hearing, or prior record of misbehavior). This will usually be due, but not limited, to reasons such as the safety and welfare of the student, staff, and other students.

Any student who is expelled may apply for readmission after two semesters, not including the semester in which the infraction occurred. The school may offer re-enrollment to a student whose interval away from Cairo American College, in the sole discretion of the Head of School, provides clear and convincing evidence that a material change in the student's attitude, behavior, and character is satisfactory and such academic achievement that the student qualifies for return to Cairo American College.

Appeals

Students and parents may appeal an expulsion decision if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached.

Serious Behavior Offenses

Drug and Alcohol Use / Abuse by Students

The use of illegal drugs and the abuse of legal drugs by any individual, and the consumption of alcohol by any individual under the age of 21, are illegal under Egyptian law. Based on this fact and in order to provide a comprehensive quality education, CAC is committed to providing a drug and alcohol-free environment and promoting a healthy lifestyle for all its students. Therefore, CAC's drug and alcohol program is comprehensive and aimed at prevention through education, and deterrence through testing, counseling, and disciplinary action.

CAC prohibits the possession, sale or distribution of illegal drugs, legal drugs used in an abusive manner, drug paraphernalia, and alcohol on the campus and on any CAC-related trip or activity. To ensure such an environment, CAC will vigorously discourage the use of illegal drugs, the abuse of legal drugs and the use of alcohol by its students.

Any sale or distribution of illegal drugs, legal drugs intended for inappropriate use, or alcohol on campus and on any CAC-related trip or activity will result in automatic expulsion. Students are not permitted to use tobacco products on school property, at school-sponsored activities or on school-sponsored trips.

Regardless of the student's age or grade level, in circumstances where the administration has reason to believe that a student is in violation of CAC's drug and alcohol policy, CAC may conduct a personal search of the student, including a physical search, drug test, and/or breathalyzer test. If possible, all tests will be done in the presence of the student's parents/guardians. (Board Policy 8.4023)

~~Regardless of the student's age or grade level, in circumstances where the administration has reason to believe that a student is in violation of CAC's drug and alcohol policy, CAC may conduct a personal search of the student, including a physical search, a drug test, and/or breathalyzer test. Refusal to take a drug/alcohol test would initiate the procedures followed after a positive test result. Grounds for testing include, but are not limited to the following:~~

- A student displaying the commonly accepted symptoms of being under the influence of drugs or alcohol;
- A student displaying patterns of at-risk behavior such as failure to attend school regularly, frequent tardiness, unacceptable behavior, deterioration of academic performance, frequent sleeping in class, negative changes in attitude, etc.;
- The administration determines that credible information about the violation of CAC's drug and alcohol policy exists regarding an individual student, a group of students, or a specific CAC-sponsored trip or activity.

At its discretion, CAC may search any item on its campus and property, including all lockers.

Upon establishing a violation of the drug and alcohol policy, a student and family must enter into an appropriate counseling program at their own expense in order for the student to continue to attend CAC.

CAC will incorporate appropriate drug and alcohol education into its health curriculum.

Enrollment at CAC implies acceptance of this drug and alcohol Board policy.

Drug Test Policy and Procedure

(Board Policy: 8.4023)

In addition to testing for suspicion in all grade levels, CAC will conduct random testing for students in grades 8-12.

This policy does not preclude the implementation of other consequences and/or sanctions for students involved in additional curricular and extracurricular activities whose specific rules prohibit drug and alcohol use, possession, distribution and/or sale.

Procedures for intervention due to positive drug test results are as follows:

- The positive drug test is reported to the division Principal and Head of School by the CAC Health Office. The sample will be sent to an independent testing laboratory for verification;
- The Principal informs the relevant counselor and the Assistant Principal of the test results;
- The Principal contacts the parents to inform them of the initial positive test results. If the test results are received at the end of the day, notification is delayed until the next school day. The parents are responsible for notifying the child;
- Upon receipt of results of a sample from the independent laboratory, the Principal will communicate the results to the parents and the parents will communicate the results to the child;
- The Principal and counselor meet with the student and parents as soon as possible;

- The principal will provide the family with a copy of the CAC Board Policy on “Drug and Alcohol Abuse by Students”;
- A first positive drug test will result in a non-punitive support-based intervention:
 - Within 72 hours and at their own expense, the family must initiate a drug assessment conference with a qualified third party counselor. The family must provide documentation of this conference in order for the student to continue to attend CAC;
 - The family must sign a release allowing CAC and the chosen counselor to exchange pertinent information. The Principal will give parents a copy of this release;
 - The student must complete counseling sessions as detailed in an Individual Action Plan which will be developed by counselors, parents, the student and the administration;
 - The student who has tested positive will be tested on a periodic basis for the remainder of the student’s enrollment at CAC.
- A second positive drug test during a single academic year will result in expulsion;
- A second positive test or evidence of possession in subsequent academic years will result in a 3-day suspension and a repeat of these procedures;
- A third positive drug test at any time during the student’s career at CAC will result in expulsion;
- In the event the parents request an appeal, no disciplinary action will be taken until the appeal is resolved by the Board.

If a randomly selected negative test proves to be a false negative, it will be treated as “reasonable suspicion” and the student will be re-tested.

Dangerous Items

Students may not bring weapons, toy weapons, or any potentially dangerous items to school. These include, but are not restricted to, fireworks, pellet guns, knives, razors, slingshots, toy guns, tasers, and water pistols. The consequences for possession or use of these will be immediate suspension with a possibility of expulsion. Firearms 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. (Board Policy: 9.603)

Harassment, Bullying or Threats

Every student has the right to a positive learning environment free of fear of harassment, bullying, or threatening behavior, whether verbal or physical. CAC has a zero tolerance approach to racist and other types of hateful, abusive or threatening language and actions. Consequences include meeting with the Assistant Principal or Principal, contacting a parent, and possible suspension. Subsequent violations will result in suspension, a parent conference, and the student being placed on probationary status. Third violations will result in recommendation for removal from CAC.

Physical Harm or Fighting

Fighting and physical violence will not be tolerated on or in the vicinity of the campus. Consequences include meeting with the Assistant Principal or Principal, contacting a parent and possible suspension. Second violations will result in further suspension, a parent conference, and the student being placed on probationary status. Third violations will result in recommendation for removal from CAC. Fighting with any sort of object or substance that can be considered a weapon, or cases of aggravated assault, will incur more serious consequences.

Any one party involved in fighting may be penalized more than another party if circumstances warrant it. Instances of fighting are cumulative for one school year.

Theft or Vandalism

Students who steal or damage the property of others, including CAC property, will be required to restore or provide compensation. Consequences may include meeting with the Assistant Principal or Principal, repayment, school service, and suspension. Second violations will result in further suspension, a parent conference, and the student being placed on probationary status. Third violations will result in recommendation for removal from CAC.

Tobacco / Nicotine Use

Smoking, or any use or possession of tobacco, and the use of any nicotine-containing devices (such as e-cigarettes or vapes) is not permitted at school.

Unauthorized Areas

Students are expected to respect the personal space and belongings of community members. This includes:

- Not entering buildings, classrooms, or other areas without the consent of a CAC employee or a CAC employee being present;
- Leaving other students belongings alone;
- Submitting found valuable items to the HS Office.
- Not entering the HS building without permission after school opening hours (7:30 am - 5:00 pm)
- Refraining from hanging out in learning spaces during Flex Blocks. (Eg: the middle floor of the HS building and in front of the science rooms).

Failure to comply with these expectations will result in a meeting with the Assistant Principal or Principal and possibly result in disciplinary measures.

Insubordination

In order to maintain a positive learning environment, students are expected to comply with all Cairo American College and classroom rules. In the event that a student does not comply, he/she will receive a warning and/or the teacher will work with the student to correct the behavior. Should the behavior continue, a student may be asked to leave the classroom environment and report to the Assistant Principal. Consequences for this may include: parent conference, detention, removal from the class for a period of time, or suspension. Continued insubordination may lead to expulsion.

Skiping Class and Truancy

Students are expected to be in class unless an official excuse from their parent has been received. Students found to have been skipping class may receive no credit (grade of zero) for work missed. Students who are found to have cut/skipped a class will receive additional consequences such as revocation of privileges and/or suspension. Continued cutting/skipping class may lead to expulsion.

Co-Curriculars: Athletics & Activities

Participation in co-curricular programs is a vital part of a holistic and balanced high school education. Participation in a well-organized and diverse program of athletics and activities under the direction of well-qualified coaches and advisors provides students with opportunities to develop the CAC Core Values. Through participation in co-curriculars, students also learn how to achieve a manageable balance between activities and academics, an important skill for their overall well-being.

Eligibility

In order to be eligible to participate in co-curriculars, all students must maintain a grade point average of 1.7 or higher and have no failing grades on published school reports (official progress reports/report cards). Good academic standing is required for students who wish to participate in athletics, performing arts, and activities programs.

Eligibility to participate is based on progress report results. In order to participate in athletics, performing arts, and co-curricular activities, students will:

- Maintain a minimum of a 1.7 grade point average and have no failing grades on the corresponding published mark in relation to the season. All students are considered eligible to participate in/try out for the first season sports/activities.
- Be within the minimum attendance requirement due to travel; it is the student's responsibility to monitor whether traveling will jeopardize their ability to meet the 85% minimum attendance requirement, calculated per semester;
- Not withdraw from a course in order to travel;
- Not be considered for a waiver from the minimum attendance policy if there are any unexcused absences within any class;
- Meet the Travel Eligibility requirements outlined above in order to participate in tournaments, conferences or performances hosted in Cairo.

If progress reports are distributed to students within 15 calendar days before a tournament, festival or conference, students who were previously eligible can continue to participate regardless of their academic standing on the report; this is due to the logistical difficulties in changing travel arrangements, visas, housing and other commitments to affiliated organizations such as ISTA, ISAA, or AMIS.

Athletic Program

Cairo American College athletic department philosophy supports the mission and contributes to the overall educational program. It is our firm belief that a well-conducted competitive athletic program, based on sound educational principles and best practice, significantly aids the development of every student-athlete. CAC provides a number of sports teams, and these teams are classified below. Please note that certain sports listed below may not be offered every year due to lack of interest or no available coach.

- Varsity: Water-polo, tennis, volleyball, soccer, cross country, wrestling, basketball, swimming, track and field, baseball, softball, and golf;
- Junior Varsity: Volleyball, soccer, basketball, and softball;
- Junior Teams: Cross country, swimming, and track and field;
- Middle School Teams: Soccer, basketball, and volleyball.

CAC competes in two international school athletic conferences: International Schools Athletic Association (ISAA) and Cairo International Schools Sports Association (CISSA).

CAC athletes compete in the following ISAA Tournaments:

- Varsity boys soccer and varsity girls soccer;
- Varsity boys volleyball and varsity girls volleyball;
- Varsity Cross Country, boys and girls;
- Varsity boys basketball and varsity girls basketball;
- Varsity swimming, boys and girls;
- Varsity track & field, boys and girls;
- Varsity boys baseball;
- Varsity girls softball;
- Varsity Tennis, boys and girls;
- Varsity Golf, boys and girls.

CAC athletes at the under-14 middle school level and under-16 junior varsity levels in basketball, soccer, and volleyball compete in CISSA (boys and girls).

Athletic Age / Grade Eligibility

CAC complies with the eligibility standards set by the International Schools Athletic Association (ISAA) in addition to the CAC High School and Middle School eligibility policies.

The CAC athletic age/grade eligibility policy is as follows:

- Varsity: Students in Grades 9 - 12
- Junior Varsity: Students must be in grade 9 or above. Please note that some league games and tournaments require students to be under 16 years as of September 1 of the academic year in which they are competing;
- Junior Teams: ISAA Cross Country, Swimming and Track and Field: Students eligible must be 12, 13 or 14 years of age on September 1 of the academic year in which they are competing;
- Middle School Teams: This is open to all students in grades 6, 7 and 8.

Student-athletes may only play on one sports team per season.

Co-Curricular Activities and Clubs

A complete list of CAC clubs can be found on the CAC website at

<https://www.cacegypt.org/index.php/hs-activities>

Student Publications

The school encourages students to express their views in school-sponsored publications, but they must observe rules for responsible journalism. This means that libelous statements, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws or school regulations, or material designed to disrupt the educational process, will not be permitted.

The school also encourages school-sponsored publications as an educational activity through which students can gain experience in reporting, writing, editing, and an understanding of responsible journalism. The sponsors of student publications have a responsibility to review the contents of these papers before publication and to assist students in improving their skills and modes of expression, and to recognize material that is in poor taste, misleading, false, ill-advised, prejudiced, or even libelous. (Board Policy: 8.704)

Any signs or displays posted in common areas should be approved by the HS Office before posting.

Co-Curriculars & Student Travel

Student travel is a privilege; it is expected that participating students are upstanding school citizens with solid academic performance. It is worth noting that all behavioral expectations expressed in this handbook remain in force during all CAC-sponsored travel experiences. In order to travel, students must complete a permission form signed and agreed upon by a student's teachers and family. The travel permission form is a contract between the student and the school and the parents and the school, acknowledging that each has a responsibility to the other.

The school has the responsibility to provide a well-supervised program under the direction of competent, caring teachers who understand and accept their duties as chaperones. Parents have the responsibility to understand and agree to the program's requirements and the school travel rules and to discuss them with their daughter or son. While chaperones remain responsible for the students' well-being throughout the entire trip, it is important to note that they cannot be physically present to monitor student behavior twenty-four hours a day. A student's behavior is ultimately the responsibility of the student and parents. It cannot be unconditionally delegated to anyone. In regard to student behavior, it is the role of the chaperones to enforce school codes of behavior and document student misbehavior.

During the course of a school trip, chaperones employ many measures to ensure the students' well being. For example, if students are housed in a location separate from the chaperones, a chaperone will call the students at curfew time to confirm that the students have arrived safely and on time. Additionally, students are usually provided with the chaperone's phone number and that of the host school. If this is not possible, parents are provided with an emergency contact number.

To help parents decide whether or not they wish their children to travel, specific information relative to each trip is usually presented at the student/parent pre-travel meeting held before each school sponsored trip. Some parameters to consider include the following: the housing arrangements (are students housed alone or in pairs with host families, in hostels or in hotels?), the geographic destination of the trip, the degree of direct presence of the chaperone with the students, and the degree of full group activities versus independent small group exploration. Parents and students should also be aware that participating students are expected to attend classes immediately before and after any student travel activities

A. Homework Expectations and Co-Curricular Travel

- Students must take the initiative to approach their teachers about homework at a time outside of class. Specifically, they should inform their teachers as soon as they know that they will be traveling. In addition, they must take the "School Work Assignment Sheet" received at their pre-travel meeting to each of their teachers and request that teachers fill it in and sign it. Teachers are not required to give assignments more than one week before departure. If students experience any difficulties with teachers or are unsure of how to proceed, they should seek out their coaches or advisors for advice.
- Teachers are expected to fill in and sign the "School Work Assignment Sheet" presented to them by traveling students. Teachers are encouraged to assist students by providing a balance of homework due before and after the trip and by indicating the expected due date on the assignment sheet. Teachers are not to give tests or quizzes to students on the day after students return from a trip.
- Also, teachers are encouraged to report students who are negligent about completing work that is missed as a result of a trip to the athletics/activities director. This may affect the student's future eligibility to travel.

B. Procedure for Make-up Work

As with all absences from school, students on school trips have as many days to make up work as they have been absent. In other words, if a student is gone from school for three days, they have three days of school to complete tests and other make-up work before late penalties apply. Students who fail to complete make-up work on time may jeopardize their eligibility to travel on future trips.

C. Expectations from Parents/Guardians

Parents must attend the pre-travel meeting connected with their student's trip. They must also familiarize themselves with the expectations noted above. We encourage parents to contact the Athletics/Activities Director with any homework questions or concerns.

D. Behavioral Expectations & Infractions

It is our assumption that there will be no behavioral disturbances during CAC travel experiences. If they do occur, one of the chaperones will contact the Principal immediately, and either the sponsor/ coach or Principal will contact the parents as soon as it is feasible. Upon the return of the student to CAC, the student will meet with the Principal and consequences will be determined by the High School Administration.

E. Travel Arrangements

It is the practice of Cairo American College that all students traveling on school-sponsored trips will travel to and from the trip destination with the group. Any exception to this practice must have the approval of the Principal. Students traveling on school-sponsored trips must have their tickets booked with the group. Requests for students' tickets to be booked independently by parents in order to take advantage of free tickets, frequent flyer schemes, courtesy discounts, etc. will not be accepted.

Exceptions to these practices may be granted in the following cases if the best interests of the students is served, and they include the following:

- Unforeseeable immigration problems encountered at the Cairo airport at the time of departure. In this case, and if the student is unable to leave with the group, the following procedures will be followed:
 - One of the sponsors/coaches will call a school administrator and the student's parents to alert them to the problem;
 - The sponsor will arrange for the transportation of the student from the airport to CAC either by taxi, by parental pick-up, or by school van;
 - When the student returns to CAC, the Athletics/Activities Director will gather the facts of the situation and consult with the Principal and parents to see whether or not it is in the student's and school's best interest to work out a plan for the student to join the group independently. If a plan is approved, parents will sign a waiver.
- Parental request for a student to leave the group: if a parent requests that a student be allowed to proceed to another destination at the close of a school-sponsored trip, the Principal and the Athletic & Activities Director will decide upon these requests on a case-by case basis. In all cases, the Principal will make the final decision.

CAC Computer Technology

Technology Mission and Beliefs:

Every decision we make helps students learn, explore, and have fun while building character to thrive as global citizens; technology serves that mission. We take a balanced and purposeful approach to choosing, governing, using, and evaluating digital tools so that students, educators, and relationships remain at the center of teaching and learning.

Beliefs:

- **Student-Centered Design:** We prioritize learning environments that promote student growth, agency, creativity, and wellbeing.
- **Ethical Innovation:** We evaluate technologies for impact, including bias, equity, sustainability, and long-term consequences, not only functionality.
- **Transparency and Stewardship:** We treat digital systems and data as shared responsibilities and communicate clearly how tools work and what they collect.
- **Security and Privacy by Design:** We build in safeguards, data minimization, and regulatory compliance from the start.
- **Human Oversight:** We use technology to support human judgement, never to replace it.

Bring Your Own Device (BYOD) Program

Students are required to bring a personal laptop device for daily use at school as part of our BYOD (Bring Your Own Device) program. The technical requirements to ensure that students fully participate in educational activities can be found on the CAC website. The IT department will provide guidelines to configure the school's network to allow a student's laptop access to the Internet. In the case of damage, loss or theft of family-owned laptops on campus, the school will investigate reported issues with hopes of repair or recovery, but the ultimate responsibility for repair or replacement falls on to the owner of the equipment. In the case of school computer labs that are for specialized purposes, the same responsibilities in terms of computer use are expected from the students.

Resources provided by the school to the student.

- Online CAC accounts and credentials.
- Google Suite accounts. Gmail, Drive, Classroom and other services provided by Google.
- Access to printing.
- Wifi and internet access.
- Subscriptions to digital academic resources.
- Other specific technology resources.

Student Technology Access Agreement and Online Conduct

Each student must agree with the CAC Technology Acceptable Use policies, guidelines and protocols found in this handbook and on our website in order to access the CAC network or use any digital communication or computing device on campus. Each account is configured for CAC academic purposes and must be kept private.

Acceptable Use Policy

Student conduct in an online learning environment must be consistent with the CAC Acceptable Use Policy and the CAC Expectations for Behavior. **Enrollment at CAC implies acceptance of the Acceptable Use Policy.**

The CAC School Board grants authorized users the privilege to use CAC computers and network to access the Internet for academic purposes including information gathering, communication, and technology integration in support of the CAC curriculum. Should a conflict arise between personal use and educational use of the Internet or computer equipment, priority will always be given for educational use. The Technology Department (DHUB) has developed responsible user agreements as a guide. Any digital communication/computing device, hardware or software component of information, media and communication technology (including social networking) installed, in use or emerging in relation to the CAC community must be: Legal, Appropriate, Responsible and Kind (LARK).

Student Responsible AI Use

Compliance with AI Tool Terms and Conditions

Students at Cairo American College must follow the terms and conditions of any AI tools they are allowed to use. The following conditions are mandatory:

- Respecting individual privacy
- Using AI tools strictly for educational purposes while on campus
- Complying with age restrictions, licensing agreements, and usage limits

Students must also avoid sharing any personally identifiable information (PII), such as names, school affiliation, birthdates, or addresses when using AI platforms.

AI-enabled wearables (e.g., smart glasses, AI pins) and **AI agents** (e.g., meeting bots, background transcription tools) are considered **non-approved tools**. Students **must not use** these technologies in classrooms, school events, or any setting where others' data or conversations may be captured without consent.

Recognizing Biases and Thinking Critically About AI Outputs

Students are encouraged to approach AI-generated content with a critical mindset. AI systems can reflect biases present in their training data and may produce inaccurate, misleading, or incomplete information. As part of our commitment to digital literacy, CAC is developing instruction that helps students and educators recognize bias, question assumptions, and evaluate the reliability and intent behind AI outputs. Cultivating these critical thinking skills is essential for responsible and informed use of AI in academic and real-world contexts.

The Use of Deepfake Technology

The creation, use, or distribution of Deepfake technology which digitally manipulates or fabricates images, videos, or audio to misrepresent reality is strictly prohibited at Cairo American College. Students may not generate or share Deepfake content that alters the likeness, voice, or actions of any individual, whether within or outside the school community.

This includes, but is not limited to, uses intended for deception, harassment, bullying, defamation, or any form of inappropriate conduct. Such actions are considered serious violations of CAC's behavioral and

digital ethics standards and may result in disciplinary consequences, including suspension, expulsion, and/or legal action, as deemed appropriate.

Notes:

Email and use of any other CAC electronic information, learning, communication and collaboration systems and equipment on and off the CAC campus may be monitored at any time by designated staff to ensure appropriate use. In addition, monitoring is done for record keeping, maintenance, and security purposes to follow up on administrative tasks and concerns.

*Violation of the Acceptable Use Policy will be considered a violation of the CAC Code of Conduct for appropriate behavior, with disciplinary measures consistent with those outlined in the Student/Parent /Employee handbooks. Any accidental access to inappropriate material should be reported to the closest supervising faculty immediately. (Board Policy 8.406)

Students found in violation of this policy will lose network access and may also face disciplinary consequences.

Health

The Health Office at CAC offers health care from 7:30 a.m. to 4:00 p.m. on school days. There is one nurse on duty and a doctor who is available for consultation. Students who feel unwell during the school day should obtain a permission slip from their teacher to go to the Health Office. After arriving at school, a student may not leave campus for health reasons unless the school nurse or administrator grants permission. A permission slip to leave school for health reasons is available in the Health Office or the HS Office. (Board Policy: 8.6024)

Required Medical Examinations & Required Immunizations

All students entering CAC for the first time, or former students entering grade 9, MUST have a medical exam completed by a physician. Each year, student personal information must be completed or updated in our student information system (Skyward) with phone numbers, contact persons, and permission to administer first aid and nonprescription medicines. All students are required to comply with CAC's immunization policy.

Prescription Medications

All students requiring prescription medications must inform the school nurse and provide written instructions from a doctor for the use of such medications. Common, over-the-counter pain relievers, such as aspirin, acetaminophen, or ibuprofen in reasonable quantities (daily use) may be kept by high school students. Abuse of these drugs or any other over-the-counter drug will result in disciplinary action.

Searches

(Board Policy: 8.404)

School Property: All school property is under the control of the Board of Trustees and its officials, and a search of school property--including but not limited to lockers--may be made at the discretion of the Head of School or the Principal for any reason at any time in order to protect school property, the education process and the health, safety and welfare of CAC students and CAC staff.

Personal Searches: When a faculty member or administrator believes that a student on campus or at a school-sponsored activity may be in possession of weapons, explosives, other dangerous substances or contraband of any kind, any administrator or faculty member shall be empowered to require such student

to empty pockets and surrender purses, bags, packs, satchels, suitcases and other personal containers or possessions to be searched in an effort to discover such items. If the faculty member or administrator reasonably believes that a further personal search is warranted, the parents/guardians shall be contacted and such a search shall be conducted in their presence; provided, however, that if a faculty member or administrator reasonably believes that a student is in possession of an item which constitutes a clear and imminent danger to the student, other persons or to school property, a personal search may be conducted forthwith and with reasonable force to the extent necessary. Any further personal search shall be carried out in the presence of two adult CAC staff members of the same gender as the person being searched.

Failure to comply with any search request made pursuant to this policy shall be grounds for the school administration to impose disciplinary action including suspension and/or expulsion.

Facilities & Services

Bus Transportation

Bus transportation is provided for Cairo American College students under a schedule and condition as determined by the school administration. It is provided to major areas with defined stops according to prevailing residential patterns. This may be reviewed if there are substantial changes in the pattern of resident distribution. The school does not provide a door-to-door service nor does it provide a one-way service. (Board Policy: 4.30) Students who ride the bus must follow the Transportation department's, "Bus Rules and Regulations"

Afternoon Bus Service

- Buses for all grades leave at 3:20 p.m. for Maadi, Mohandessin, Zamalek, Heliopolis, Nasr City, & Katameya
- Grades 1-12 after school activities buses leave at 4:20 p.m. for all areas mentioned above
- If students are not in after-school activities or they are not staying at school for other school-related work, they must take the bus.
- Students who ride the bus to school in the morning are required to ride the bus home.

Behavioral Expectations when Riding the Bus

Riding the school bus is a privilege. As buses are school property, CAC rules for conduct apply when on a school bus. Any student who violates school rules and regulations while on the bus may be suspended or permanently removed from using the bus system, and may face additional administrative action. CAC buses are monitored and the monitors have been instructed to report students displaying inappropriate behavior to the CAC Administration, who will speak directly to the students and their families.

While riding the bus, CAC students are expected to:

- adhere to the direction of the bus monitor at all times;
- use the established pick-up points only;
- remain seated and belted at all times;
- completely refrain from eating and drinking while on the bus;
- completely refrain from distracting the driver.

Business Offices

The top and ground floors of the administration building contains the Cairo American College Business Office, the Human Resources Office, the Admissions/Registrar, American Express travel office, a CIB Banking Office, and the Cashier's Office. Tuition payments are made at the Cashier's Office, which is located on the ground floor of the Administration Building

CAC Library

To serve the school community, the CAC MHS Library has a collection of 30,000 books, audio books, and DVDs, along with over 4,000 eBooks. The library also maintains a large collection of newspapers, magazines and journals, along with a wealth of online resources. Please access our collection from the library webpage: library.cacegypt.org

****Gaming, live streaming, or other non-school related network use is not allowed at CAC or in the library.****

Library Hours

Middle/High School Library Days	Library Hours
Sunday/Monday/Wednesday/Thursday	7:45 a.m. - 4:00p.m.
Tuesday	7:45 a.m. - 3:30 p.m.
Friday	Closed
Saturday	10:00 a.m. - 2:00 p.m. See Library page on CAC website for closed dates.

Library Borrowing

All patrons need valid CAC ID cards to borrow materials. The loan period for books and magazines is two weeks. Students in grades 6-12 may check out up to 25 items at a time. To renew items, they must be brought into the library. Students with more than 3 overdue items will not be allowed to check out any further items.

Payment of Lost Items

Lost items will incur a charge equivalent to the library's replacement cost of the item (if still available for purchase through our customary providers) and an ordering and processing fee for each item, if applicable. Details regarding processing fees and default prices for items not available for replacement are available at the library. To pay for a lost item, patrons are to request a form from the library circulation desk. All payments need to be made at the cashier's office in the administration building, bottom floor. Patrons need to keep their receipt, as no refunds are given without the receipt.

Library Photocopying

Limited photocopying of library materials is free for students. Please note that CAC is a copyright compliant institution.

Spirit Store

Located behind Cafe Greco.

The Spirit Store will be open for parents and students on all weekdays at the following working hours:

- 7:45 a.m. - 10:00 a.m.
- 11:00 a.m. - 12:30 p.m.
- 2:30 p.m. - 4:00 p.m.

Spirit Store email: spiritstore@cacegypt.org

Lost & Found

If items are found on campus, they will go immediately to the Lost and Found Office. This office is located on the ground floor of the Administrative Building next to the coffee shop. Part of educating students at CAC is encouraging independence through increasing responsible behaviors. We constantly encourage students to label their items so that they are easily identified and returned back to the owner. It is also important that students know what to do when they lose any of their items.

Here is what we advise students to do when they report a lost item:

1. Look everywhere (lost & found table/class/playground/inside backpacks/home,etc,...)
2. Ask Others (friends/teachers/parents/siblings, etc,...)
3. To report any lost items, please fill out this [HS Lost Property Form](#) and return it to the HS Office.
4. Inform the HS Office when the item is found.

Swimming Pool

The CAC pool is used for instructional purposes during school hours, swim team activities after school and is open for recreational swimming evenings and on weekends. All enrolled CAC students and their immediate family members are eligible to apply for a pool membership, free of charge, which remains active so long as the student is enrolled at CAC. Applications are available from the Aquatics Office upon showing a current CAC photo campus ID per application. A parent's signature is required for all applicants 18 years old and younger.

Each person using the pool is responsible for all personal items (jewelry, towels, cameras, etc.).

Registered pool users may bring houseguests. House guests must be visiting the member from outside Egypt. There is a small fee and the members should accompany their guests to the pool for registration and acquaint them with pool rules and regulations.

For a complete listing of Aquatics programs and schedules, visit www.cacegypt.org/Aquatics/home.html or call the Aquatics Office (ext. 5486).

Safety and Security

Safety Drills

CAC conducts five kinds of safety drills. Drills will be held intermittently throughout the instructional school year to ensure student and faculty awareness of procedures. They are as follows:

- Fire or Bomb Drill
- Drop and Cover/Earthquake Drill
- Code Red (Lock Down--Shelter in Place) Drill
- Hardened Shelter "Safe Haven" Drill
- Phone Tree Drill (SMS)

Fire Drill / Bomb Drill

(Constant Siren) Students, staff and faculty are to follow the building evacuation procedures distributed by the Principals and posted in each classroom. In this drill, all students, staff, and faculty are evacuated to positions within the playing field. This is a silent exercise. When the “all clear” signal is given, students and faculty return to their classrooms.

Earthquake Drill

(Announcement) Students, staff and faculty will drop to the floor and are to take cover under desks and tables and other protective areas, and stay away from windows. In this drill, all students, staff, and faculty remain within the buildings until the “all clear” signal.

Code Red (Shelter in Place) Drill - “Shelter in Place”

(Announcement) Students, staff and faculty will drop to the floor and are to take silent cover inside classrooms or other protective areas with locked doors and stay away from windows. In this drill, all students, staff, and faculty remain within the buildings until the “all clear” signal.

Hardened Shelter “Safe Haven” Drill

(Announcement) Students, staff and faculty move silently to designated hardened shelters around campus. They remain in the locked shelter until the “all clear” signal.

Phone Tree Test Drill

The Head of School will communicate a test message to be sent to parents via phone calls and/or texts. Parents who cannot be reached will be contacted to confirm their contact information is correct in the school database and directory.

Guardianship Policy

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;
- Child in Grade 12 and parents are transferred out of Egypt;
- Parents are incapacitated;
- Legal problems regarding child custody;
- Humanitarian (e.g. war in home country);
- Brief business trips for a working single parent;
- Study/exchange programs.

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 (i.e. more than 26 calendar days in total during an academic year);
- A family employee, such as a housekeeper or driver, is not acceptable to CAC as a guardian.

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

- **Short-term Guardianships** - 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 reasons, etc. The guardian is responsible for the day-to-day welfare of the

student. In the case of students who are less than 12 years of age, the guardian is required to sleep in the same house as the students. Prior to their departure, the parents are required to advise the High School Administration in writing and must include the expected duration, appointed guardian name and contact information, and parent contact information for use in case of an emergency. The parent or designated guardian must inform the High School Administration of any extensions to the guardianship arrangement.

- **Long-term Guardianships** - Long-term guardianships (exceeding 14 calendar days) are not to exceed one academic year except in extraordinary circumstances, and they will be considered by the school administration on a case-by-case basis. The designated guardian and the parent(s) must meet with the 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. Parents will then need to complete CAC guardianship agreements. The long-term guardian acts *in loco parentis* and assumes full responsibility for the child's school welfare and any decision associated with it.

Note: Failure to comply with these procedures will result in suspension of the student until the guardianship situation has been resolved to the satisfaction of the administration.

ADDITIONAL POLICY REFERENCES - THE BOARD OF TRUSTEES

(Board Policy: 9.502)

Community Attendance at Board Meetings

The Board of Trustees, as a representative body of the community, encourages community members to attend Board Meetings where the Board conducts the school's business in a transparent manner. While these meetings are held in public, they are not public meetings. However, at the beginning of each Board Meeting, there is an opportunity for community members to make comments from the floor and informally express their interest in and concern for the school.

Community Involvement in Decision Making (Board Policy: 9.301)

The BOT and School Administration are committed to a community environment that encourages and nurtures community-school interaction and involvement.

The Board of Trustees endorses and promotes active, constructive and caring community consultation and involvement in the school (as both a right and a duty which contributes to the welfare of children, the school and the community at large.

Community-school interaction and parents' involvement in school activities and in decision making must always emphasize the interests and welfare of the school and educational process, rather than individuals.

Suggestions from all community members will be given careful consideration. In so doing, the School Board must always be guided first by the CAC Mission and Beliefs. Board Policy, goals, and the quality and continuity of the educational program.

Community members can be elected or appointed to the CAC Board of Trustees. (see Board Policy 2.101, School Board By-Laws/Powers and Duties). In addition, the CAC PTO (Parent Teacher Organization) and the Community Advisory Teams (CAT) are two channels designed to enable parents to share responsibility for the school. (see Board Policy 9.302, Parent Teacher Organization, and policy 9.303, Community Advisory Team.)

Community Concerns and Complaints (Board Policy: 9.40)

Constructive criticism of the school, its programs, its employees, and the Board of Trustees is welcome. In the spirit of openness and willingness to improve, the staff, the school administration, and the Board of Trustees will listen to students, parents/guardians and other community members who have concerns or suggestions for improvement.

The school seeks to create a climate of trust among students, parents, and school personnel. Should disagreements arise, they are best resolved promptly and at the level of the concern, often initially between student and teacher or parent and teacher at the classroom level, or between parent and administrator.

Formal Interaction Between the Community and the Board (Board Policy: 9.503)

The Board of Trustees, as a representative body of the community, shall provide a formal avenue for any member of the community to express his/her interest in and concern for the school.

a. Community Suggestions For Board Meeting Agendas

Community members who would like an issue to be addressed by the Board at its next Open Meeting should submit the proposed agenda item in writing to the Head of School or to the Chair of the Board of Trustees at least ten days prior to the next scheduled Board Meeting. The Executive Committee will determine whether it is within the purview of the Board to address the proposed agenda item and will respond to the Community member.

b. Community Suggestions For Board Policy Changes

A community member may suggest the creation of a new policy or the revision of an existing policy. Suggestions for policy changes shall include the language of the proposed policy together with references to existing policies related to the subject. The written proposal must contain any pertinent background information and describe the benefit to CAC. Each proposal must bear the name(s) of the petitioner(s). A proposed item must be received by the Chair of the Board of Trustees or the Trustee Committee Chair at least 15 days prior to the Trustee Committee meeting in order to be considered for placement on the agenda for that meeting.

The Trustee Committee will discuss the policy proposal. If the proposal is an item which is not appropriate for Board consideration, or if the proposal has recently been reviewed by the Board, or is in conflict with law or cannot be placed on the agenda for other reasons, the petitioner(s) will be notified in writing by the Chair of the Board of Trustees. When a proposed item is placed on the agenda for a Regular Board meeting, the petitioner(s) will be notified in writing by the Board Chair.

c. Addressing Formal Concerns to the Board

Community members who wish to address formal concerns, complaints, or requests to the Board of Trustees are encouraged to do so.

In order that the Board of Trustees may fairly and adequately discharge its overall responsibility, these issues should first be addressed in writing to the Head of School, who will deal with them according to the regulations adopted by the Board of Trustees.

The intent of the regulations is:

- a. To allow a fair and adequate hearing within Board policy and procedural guidelines to everyone who wishes it;
- b. To allow the Head of School to take direct action on the issue, or when such direct action is not possible, to recommend action to the Board;
- c. To ensure that the Board is provided with enough information and time to study the issue and act responsibly within policy guidelines;
- d. To see that time devoted to public participation does not interfere with the scheduled business of the Board of Trustees.

Appeals to the Board (Board Policy: 9.401)

If a community member has not been able to resolve an issue through the process(es) outlined above (or in the processes outlined in the Handbooks) they have the right to appeal a decision to the Board. The Board will deal with the appeal within 20 school/business days of its lodgment and the Board will ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal.

Appeals should take the following form (will normally be in relation to suspension/expulsion of students or suspension/dismissal of staff - see Policies 8.401 and Policy #5.3124 below)

Appeal form can be found [here](#)

In considering an appeal the Board will:

- Inform the administration and the parties involved of the considerations in the appeal process.
- Review all relevant material and verify that appropriate material has been made available to all parties.
- If the Board needs additional information, it can meet with the parties making the appeal and any other parties to discuss relevant issues.
- Advise all the parties of the decision and the specific reasons for reaching the decision.

In coming to a decision the Board will consider 'procedural fairness'. This will not necessarily include re-examining the details of the situation leading up to a decision, but rather the decision itself and whether it was made fairly and according to policy and procedures.

Procedural fairness is generally recognized as having two essential elements:

- The right to be heard, which includes the right:
 - to know why the action is happening
 - to know the way in which the issues will be determined
 - to know the considerations or allegations in the matter and any other information which will be taken into account
 - to respond to the considerations / allegations.
- The right of a person to an unbiased decision which includes the right to:
 - impartiality/'fairness' in the investigation and decision making phases
 - an absence of bias by the decision maker

Staff Gifts and Solicitations

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. (Board Policy: 5.2012)

Internet Usage (Board Policy: 5.212)

This policy applies to all users accessing CAC Internet accounts, networks or equipment.

The purpose of participation in the Internet at CAC is to assist in the gathering and exchange of information between individuals, schools and other institutions. Should a conflict arise between personal use and educational/student use of the Internet, priority will be given to educational/student use.

Having access to CAC's Internet facilities is a privilege and not a right. Communication over CAC networks is not private; authorized personnel may access any computer, its files and any other related equipment at any time.

Privileges

The CAC Board of Trustees grants authorized users access to the school's Internet facilities to facilitate information gathering, collaborations with other individuals, and personal growth. These users have the conditional privilege to use all Internet services available at CAC.

Responsibilities

Users accessing CAC's Internet services will maintain the privacy and integrity of the school's Internet accounts. Each user is also responsible for all material sent and received under his or her control. Hate mail, harassment, discriminatory remarks, sexually explicit material and other inappropriate conduct on the Internet will not be tolerated and may result in dismissal. The user is solely responsible for ensuring all files, including electronic mail, sent or accessed, do not contain these materials. Users shall not obtain copies of passwords, modify files or other data belonging to other users, or knowingly misrepresent other users on the Internet. It is the responsibility of each Internet user to secure all passwords.

If the system is misused, it will, at a minimum, result in a loss of Internet access privileges.

Parent Groups (Board Policy: 9.302)

Parents may form formal and informal groups on campus or virtually, such as a Parent Teacher Organization or Community Advisory Forum; Such organizations should always operate for the good of the school using CAC's Mission and Core Values and school processes as guidance for their activities.

Student Contact with Adults (Board Policy: 8.6012)

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 listed in school records.

Student Rights and Responsibilities (Board Policy: 8.40)

The Board of Trustees believes that students have rights that should be recognized and respected. The Board also believes that every right carries with it certain responsibilities for students and parents, as described in the Parent and Student Handbooks. These rights and responsibilities reflect CAC Mission and Core Values.

Handbook Updated August 2026