

NARMER AMERICAN COLLEGE



Parent and Student Handbook 2024 – 2025 Middle Years Program MYP 1-5

“Quality is never an accident – it is always the result of intelligent effort.”
—John Ruskin

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Welcome to Narmer American College!

Narmer American College is an International Baccalaureate World School, Diploma Programme (IBDP). We are accredited by the Middle States Association Accreditation, Philadelphia, Pennsylvania, USA. In addition, NAC is accredited by the North Central Association Commission on Accreditation and School Improvement (NAC CASI), an accreditation division of AdvancED. We are authorized by Cambridge Assessment International Education; Pearson Edexcel; and approved by the Ministry of Education of the Arab Republic of Egypt.

All the above accrediting and authorization bodies guarantee quality of education offered to our students. NAC works towards rigor and relevance of curriculum as well as a variety of extracurricular and co-curricular activities.

The education of our students is our main goal as we condition students to become iconic characters and take leadership roles in their community. We aim at equipping our students with the necessary success tools that will enable them to augment their roles in their community.

The student body in NAC is a versatile community where students come from all different nationalities, different ethnic groups, and backgrounds. Such a variety entails a commitment of NAC towards serving all the different needs of the individual students as well as constructing a school environment that is welcoming, enriching, and fostering the growth of all students.

NAC staff is dedicated to our school primary mission on educating and developing the whole student; mind, body and spirit. Our staff members are lifelong learners themselves as they seek professional development to deliberately offer 21st-century teaching and learning in NAC.

NAC parents are valued stakeholders. Parents are advised and encouraged to take an active role in their kids' education. In NAC, parents are welcomed to share, cooperate, and participate as active members of the community. Transparency and trust are the standards that guard our relationship with NAC parents and will, at all times, be the source of all the success we achieve.

Being part of NAC community is a source of pride. It is a community of care, respect and success where faculty, staff, parents, and most importantly students feel important, loved and welcomed.

NACian and proud!

Heba Khalifa, MA
School Principal

Dear NAC Family,

At the beginning of 2024/25 academic year, I am honored and delighted to extend a warm welcome to each and every one of you as the IB/American Middle & High School Associate Principal of Narmer American College. As we embark on this journey together, I would like to express my sincere gratitude to the school board, staff, and NAC community for entrusting me with the responsibility of leading this stage. I am confident that together, we can create a positive and nurturing educational environment that will inspire our students to reach their full potential. Together we will foster a culture of academic excellence, character development, and community engagement.

I bring with me a deep passion for education and a strong commitment to fostering an inclusive and supportive learning environment for all students. Throughout this last decade in my career as an educator, I have witnessed the transformative power of knowledge and the incredible potential within each student. It is my steadfast belief that a strong partnership between the school, parents, and teachers is essential in nurturing this potential.

At Narmer American College, we strive for excellence in every aspect of our educational program. We are dedicated to providing a well-rounded education that prepares our students for success in college, career, and life. Our highly qualified teachers are what makes the biggest difference in our students' education, they are committed to delivering a rigorous and engaging curriculum that promotes critical thinking, creativity, and collaboration, within a joyful and safe learning environment. We will empower our students to become informed global citizens, capable problem solvers, and compassionate individuals who will make valuable contributions to society.

To ensure a smooth transition into the new academic year, we have meticulously planned a series of events and orientations for both parents and students. These events will provide you with an opportunity to meet the faculty, familiarize yourselves with the campus, and learn more about our educational philosophy and goals. We greatly value your input and encourage your active involvement in school activities and programs throughout the year.

As your MS/HS Associate Principal, my door is always open, and I am eager to collaborate with each and every one of you. Please do not hesitate to reach out to me via e-mail hebafayed@nacegypt.com with any questions, concerns, or suggestions. I am excited to work together to create a nurturing environment that promotes academic excellence, fosters a love for learning, and cultivates the unique talents and interests of every student.

Sincerely,
Heba Fayed
IB/American Middle & High School Associate Principal

On behalf of Narmer American College, welcome to the new academic year!

I am honored and excited to serve another year as the Middle Years Programme (MYP) Coordinator here at NAC. This will be my eighth year at Narmer, and I am proud to be working with the dedicated and professional faculty that we have – teachers and administrators that constantly strive to deliver the best educational experience for our students!

Over the last three years, our team has worked to implement a new educational experience at NAC in the form of the MYP. Following our certification process in the 2022-2023 academic year, and our first implementation of the MYP 5 level last year, we are proud to continue offering the MYP as its own separate division alongside the American and British programs. The MYP covers the equivalent of Grades/Years 6-10 and serves as a pathway to preparing students for the IB Diploma Programme (IB DP) in Grades 11 and 12.

The MYP offers a unique educational experience that has a higher intensity focus on conceptual learning, academic skills, and international mindedness than traditional academic models. Each subject in the MYP has its own unique criteria students are evaluated on, as well as an overall set of learner skills we all focus on together. The programme also contains opportunities for personal and community service projects that are evaluated both by our faculty and internationally by the IB organization, ensuring that the education we deliver meets the latest international standards.

In order to fulfil our commitment to quality education, we have several IB-certified faculty members and leaders on our team ready to lead the way in delivering the educational opportunities of this programme. We continue to work tirelessly to modernize our methodology, content, and materials we use in the classroom. We have increased our focus on teaching students the skills that enable students to be successful leaders in the professional world. Our inquiry-based approach to education in the MYP encourages them to be active directors of their own learning pathways. By fostering a natural curiosity in our students and helping prepare them to be lifelong learners, we work to ensure that although they might not always have all the answers, they will always know how to find them.

I look forward to meeting and communicating with you throughout the year. Parent-school relationships are an integral part of any school framework, but they are particularly important for the more complex nature of the MYP. I hope to see great parent turnout at events such as parent meetings, student exhibitions, and trips. I hope as well to build and maintain an open and solid relationship with each of you as we work toward our shared goal of providing the best education we can for our students.

Please save my email so that you can contact me at any time if you do not have access to me on the SCL system. I am confident we will have a great year at NAC, and together we will soar to new heights!

Jarod Rodger
MYP Coordinator
Individuals & Societies Teacher
jarodrodger@nacegypt.com

THE IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

NAC MISSION

Narmer American College has as its primary mission the education and development of the whole student; mind, body and spirit. The student will be equipped to assume positions of leadership with an understanding of technology and its impact on the global community. Students will be able to cooperate in a diverse multicultural community.

NAC VISION

The Vision of Narmer American College is to:

1. Create a learning environment that enhances the social, emotional, and academic growth of each student
2. Provide opportunities for students to serve society
3. Prepare students to live and work in a globally advanced technical society
4. Enhance the students' personal identity and strengthen their beliefs and core values.

NAC CORE VALUES

The Core Values of Narmer American College are:

1. Academic excellence: Academic excellence is achieved through intellectual curiosity, responsibility, and perseverance.
2. Leadership: A positive school community atmosphere fosters leadership where every student strives to reach his/her full potential.
3. Innovation: A balanced innovative program is necessary to achieve intellectual, physical and emotional well-being, to enhance the education of the whole student.
4. Community Service: Personal integrity is built through character that looks beyond the self to the needs of the surrounding community, finding fulfillment in the support of others and the service of humanity.
5. Cross-culture: Teamwork is necessary for students to discover and to build global cross-cultural competence that prepares them for today's rapidly advancing global society.

GENERAL INFORMATION ABOUT THE MYP

The MYP within the IB Continuum

There are three main IB programmes: the PYP, MYP and DP.

The PYP (Primary Years Programme) is for children from grades 1 to 5 and has been written to prepare students for the demands of the MYP.

The MYP (Middle Years Programme) is the IB curriculum for students from grades 6 to 10. It is a 5-year programme designed in part to prepare students for the IB Diploma.

The DP (Diploma Programme) is a two-year high school programme leading to a qualification that is recognized by universities all around the world. Narmer American College's High School has been teaching the IB diploma since August 2017, and the staff have been working closely together to make sure the MYP vertically aligns and transitions smoothly into the Diploma.

Fundamental Concepts of the MYP

At the heart of the MYP lies three concepts which underpin all we do:

Holistic Learning

Even though the MYP is taught through the study of traditional subject groups (English, Foreign Language, Humanities, Sciences, Mathematics, Music, Art, Technology, and Physical Education), the curriculum is organized to show to students the connections between subject content and the real world. This is done through interdisciplinary teaching and learning, six Global Contexts which place units in real-world scenarios, and Approaches to Learning skills that address both the mind and the body. These components come into all subjects.

Intercultural Awareness

This concept is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' cultures. We hope that through the study of multiple perspectives, intercultural awareness not only fosters tolerance and respect, but also aims to develop empathy, understanding, and the acceptance of the right of others to be different.

Communication

The MYP emphasizes the importance of both verbal and non-verbal communication; they are seen as vital to the successful completion of the programme. A good command of expression in all its forms is fundamental to learning. The IB places particular emphasis on language acquisition, which is seen as crucial for exploring and sustaining cultural identity, personal development and intercultural understanding.

The IB Learner Profile

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

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open-minded

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

Caring

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

Risk-takers

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

Balanced

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

Reflective

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

The Curriculum Model



The curriculum model of the MYP places the student and the way the students learn at its center, as the child's development is the basis of the whole educational process.

Each subject-group occupies a point around the edge of the octagonal model, reflecting the importance of the traditional disciplines taught to this age group and the skills, knowledge and understandings specific to each of them. Structured learning is provided in each subject group in each year of the MYP in order to achieve a broad and balanced education throughout the programme. All the subject groups around the edge of the octagon are of equal importance, although each one will not necessarily require the same amount of teaching time.

The next level includes global contexts, concepts, approaches to teaching, and approaches to learning. These elements frame the curriculum in all of the subjects. The MYP is a conceptually focused curriculum that allows students around the world to focus on understanding rather than facts. For concepts to make sense, they need a context, and our contexts are global and enable us to give all our students a meaningful frame of reference.

Global Contexts:

MYP global contexts provide a reference frame for learning that enables students to connect learning to their own world and knowledge. The contextualization of learning is important for students to be able to transfer the learning as well as to create more concrete examples for learning. The global contexts are chosen when creating the units of inquiry to guide the learning in connection with the concepts and content chosen. They also encourage the students to think in a global perspective and encourage them to see opportunities for where they can take action and make a change. The MYP identifies six global contexts for learning:

Identities and Relationships

Who am I? Who are we? Students explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human

Orientation in Space and Time

What is the meaning of ‘where’ and ‘when’? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from personal, local and global perspectives.

Personal and Cultural Expression

What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Scientific and Technical Innovation

How do we understand the worlds in which we live? Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Globalization and Sustainability

How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

Fairness and Development

What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Concepts

Conceptual learning is at the core of the MYP programme with its universal application. This makes it easier for students to transfer in between IB school as the focus on content is explained

to understand larger overarching concepts. For example, it is more important to be able to apply and understand the concepts of peacekeeping and warfare than to know everything about one specific war in history.

The MYP curriculum consists of two types of concepts; Key Concepts (overarching concepts) and Related Concepts (subject specific concepts that allow students to dig deeper into the content).

Approaches to Learning Skills

Approaches to Learning (ATL) skills focus on ten skill sets of learning the IB finds most important for students:

- Communication skills
- Collaboration skills
- Organization skills
- Affective skills
- Reflective skills
- Information literacy skills
- Media literacy skills
- Critical thinking skills
- Creative thinking skills
- Transfer skills

These skills are incorporated into the curriculum in all subjects and naturally included in the lessons, and they are also supported by targeted ATL lessons to aid the subjects for the more general introductions of skills such as using Office programs, managing time, identifying biases, taking care of one's emotional well-being, or thinking outside the box.

WHAT WE STUDY

Subject-Groups

There are eight subject-groups in the MYP, all of which are considered core classes:

Language & Literature (English)

Language is the basic tool of communication in the sense of enabling a student to understand and be understood, and to establish their own identity. Language is also the avenue by which one gains access to literature and thereby to the cultural treasury of civilization.

Language and Literature courses therefore include the study of:

- The instrumental function of a language where listening, viewing, speaking, reading and writing skills are emphasized
- Literature, which encompasses a variety of periods and genres

Mathematics

Mathematics in the MYP aim to provide students with an appreciation of the usefulness, power and beauty of the subject. One aspect of this is the awareness that mathematics is a universal language with diverse applications. The MYP promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought.

Study of the subject includes the following four branches:

- Numbers
- Algebra
- Geometry and trigonometry
- Statistics and probability

Sciences

The study of sciences aims to provide students with both a body of knowledge and an understanding of the scientific approach to problem solving. The ability to formulate hypotheses, design and carry out experiments to test them, and evaluate results constitutes the framework within which specific content is presented.

Among other skills, students are expected to:

- Use basic laboratory equipment safely and efficiently
- Make sensible estimates and take accurate measurements
- Make scientifically supported arguments

Students are also encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical thinking and problem-solving skills. An awareness of the increasingly international context of scientific activity, its impact and limitations as well as the constant evolution of scientific knowledge and understanding is also promoted. Students are encouraged to consider science as a constantly evolving cooperative venture between individuals and among members of the international community, influenced by social, economic, technological, political, ethical and cultural surroundings.

Individuals & Societies (Social Studies)

The aim of Individuals and Societies (I&S) in the MYP is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole.

I&S aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a range of contexts: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

Language Acquisition

The primary aim of Language Acquisition is to encourage students to gain competence in another language with the long-term goal of balanced bilingualism. The study of another language aims to encourage in the student a respect for and understanding of other languages and cultures. Language Acquisition courses also provide a skills base to facilitate further language learning.

Proficiency in a second/third language gives students access to a broader range of input, experiences and perspectives, and the enjoyment of being able to communicate in more than one language. It is also acknowledged that learning another language greatly contributes to the holistic development of students and is believed to raise achievement in other subject areas.

Design

Design courses are essentially concerned with using technology in solving problems in an effort to stimulate students' ingenuity and to encourage them to combine intellectual talents and practical skills. The Design courses provide a balance between three key areas: systems, information, and materials. In particular, students are encouraged to display ingenuity and creativity in devising

practical solutions to given tasks. Students use the design cycle to Investigate, Design, Plan, Create, and Evaluate.

This subject area is valuable for reinforcing and integrating skills learned in other disciplines, especially in the presentation and handling of data and the processes involved in the design and manufacture of a product. At the same time, it fosters awareness of the social and ethical implications of technological development.

Arts

From the earliest times, artistic expression has been common to all cultures as human beings make statements through a variety of non-verbal forms and create objects which are aesthetically pleasing. Beyond barriers of language, the discovery of the cultural values of civilizations through their artistic production is one of the best ways to promote international understanding.

At NAC we teach Visual and Performing arts. Students are brought into contact with the art forms and aesthetic values of other cultures as well as their own, and are helped to develop perceptions between ideas and art. They are also encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression.

In addition, these courses:

- organize learning around the creative cycle—a dynamic, ongoing process of sensing, planning, creating and evaluating art, and one in which all the senses are involved
- encourage creative energy, communication, interaction and reflection
- aim to help the student become a developing artist—one who is able to assess the level of skill and target the areas that need development
- seek to acquaint young people with the creations of men and women whose works have proven to be of enduring worth.

Physical & Health Education

The aim of physical and health education in the MYP is to facilitate four aspects: Physical, Intellectual, Emotional, and Social Development.

The aim of these courses is to cultivate a healthy and active lifestyle for students. They therefore advocate activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness.

This subject area also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and teamwork.

Interdisciplinary Units

In each year of the MYP, students must undergo at least one Interdisciplinary Unit (IDU). IDUs combine knowledge and skills from more than one subject-group. They are assessed jointly by the teachers of the involved subjects and reported separately, outside of any of the subject-groups.

The Personal Project

In the final year of the programme, MYP 5, all students will complete a Personal Project. This should represent the culmination of the full Middle Years Programme, so expectations are high! The Personal Project product can take many forms: it can be an essay, a film, a play, an invention or a single event. Students have the opportunity to be creative and to demonstrate the skills they have developed through the programme.

An important aspect of the Personal Project is that students must write a journal about it from their first ideas to a reflection of the final piece. They must also write a report of the process from goals to conclusion. It is primarily this report which is assessed, though the other two elements (the journal and the product) are also taken into account.

The Personal Project can be a daunting task, as it lasts almost a full year and is very open-ended. To make it easier, each student will have a Personal Project Supervisor who will help the students set short-term goals and keep a regular eye on their progress through meetings and progress reports.

ACADEMICS

MYP Grading System

Assessment in the MYP is done primarily through Formative and Summative Assessments. Formative Assessments are all assignments that take place in the early stages of instructional units where the foundational learning takes place. Formative Assessments may include classwork, homework, and quizzes. All Formative Assessments are designed to prepare students for the Summative Assessments that conclude the instructional units or phases of those units. Summative Assessments may take the form of tests, projects, and exams.

All Formative and Summative Assessments are evaluated based on achievement levels on a scale of 0-8. Each achievement level on this scale has a basic description provided by the IB that may be modified according to the specific task assigned. Students are always given these Achievement Level Rubrics.

MYP Assessment Criteria

All MYP subject-groups assess students on four criteria. These four criteria are particular to each subject and have multiple strands used to help develop specific aspects of each criterion. The four criteria can be summarized as follows:

	A	B	C	D
Language & Literature	Analyzing	Organizing	Producing Text	Using Language
Mathematics	Knowing & Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-World Contexts
Sciences	Knowing & Understanding	Inquiring & Designing	Processing & Evaluating	Reflecting on the Impacts of Science
Individuals & Societies	Knowing & Understanding	Investigating	Communicating	Thinking Critically
Language Acquisition	Listening	Reading	Speaking	Writing

Design	Inquiring & Analyzing	Developing Ideas	Creating the Solution	Evaluating
Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical & Health Education	Knowing & Understanding	Planning for Performance	Applying & Performing	Reflecting & Improving Performance

Interdisciplinary Units and the MYP 5 Personal Project

Interdisciplinary Units and the MYP 5 Personal Projects are assessed separately and outside of the regular subject-groups using three criteria only. These criteria also contain multiple strands. The criteria can be summarized as follows:

	A	B	C
Interdisciplinary Units	Evaluating	Synthesizing	Reflecting
MYP 5 Personal Project	Planning	Applying Skills	Reflecting

Final Grade Reporting

To arrive at the final grade for each student, MYP teachers follow a multi-step approach. First, teachers must look at all of the student’s scores on Formative and Summative Assessments for each criterion. The philosophy of the IB is that students are assessed primarily on their end-level achievement. Therefore, Formative Assessments that come later in the units and Summative Assessments that come near the ends will be given more weight. Using the student’s assessment results and the language of the Achievement Level Rubrics provided by the IB, the teacher assigns the student a “Best Fit” achievement level in each of the four criteria.

To arrive at a final course grade for each student, teachers add together the student’s “Best Fit” achievement levels in all criteria of the course. Then teachers use the below table from the IB to match that total to an overall course grade, on a scale from 1-7:

Achievement Level Totals	Overall Course Grade	Descriptor
28-32	7	<ul style="list-style-type: none"> • Produces high-quality, frequently innovative work. • Communicates comprehensive, nuanced understanding of concepts and contexts. • Consistently demonstrates sophisticated critical and creative thinking. • Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	<ul style="list-style-type: none"> • Produces high-quality, occasionally innovative work. • Communicates extensive understanding of concepts and contexts. • Demonstrates critical and creative thinking, frequently with sophistication. • Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	<ul style="list-style-type: none"> • Produces generally high-quality work. • Communicates secure understanding of concepts and contexts. • Demonstrates critical and creative thinking, sometimes with sophistication. • Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
15-18	4	<ul style="list-style-type: none"> • Produces good-quality work. • Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. • Often demonstrates basic critical and creative thinking.

		<ul style="list-style-type: none"> • Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	<ul style="list-style-type: none"> • Produces work of an acceptable quality. • Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. • Begins to demonstrate some basic critical and creative thinking. • Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	<ul style="list-style-type: none"> • Produces work of limited quality. • Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. • Infrequently demonstrates critical or creative thinking. • Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	<ul style="list-style-type: none"> • Produces work of very limited quality. • Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. • Very rarely demonstrates critical or creative thinking. • Very inflexible, rarely using knowledge or skills.

Personal Electronic Devices for Use in Class

Students are required to bring their own laptops or tablets to school on a daily basis. Most classes require the use of these devices. Students who fail to bring their devices to class may not be allowed to use their phones to do their assignments/assessments and may be given a zero. Students are forbidden to access any application or website other than the ones assigned by their class teacher. If a student fails to follow the teacher's instruction and is caught accessing websites or applications that were not approved by the teacher, the student may be reported to the principal's office.

The School Portal and Online Gradebook

The online gradebook is easily accessible through the school portal. Students and parents must activate their accounts to be able to access the gradebook. Each student will receive his/her account information on the first day of school. It is the responsibility of students and parents to activate the account and contact the IT department if they face any problems. Students and parents communicate with teachers through messages on the online gradebook. Assessments are also done and graded through the system. Accordingly, it is extremely important that students keep their accounts active at all times and submit their work on time. If a student faces a problem with his/her account, it is the responsibility of the student and the parents to contact the IT department for assistance. Students who fail to meet an assignment deadline will be given an automatic zero by the system. A student needs the approval of the head of department and/or stage principal to have access to an assignment that he/she failed to complete on time.

Tutoring

NAC believes that all students, with effort and hard work, are capable of meeting the academic and behavior expectations of our school. NAC provides academic support for the students facing academic challenges in some of their classes. NAC believes that it is not necessary for students to receive outside tutoring. Parents, however, may, at times, seek outside tutoring for their children. NAC's policy related to outside tutors is as follows:

- 1- NAC faculty members are prohibited from providing compensated tutoring services to NAC students.
- 2- Outside tutors are not allowed on campus at any time during the school day to tutor students.
- 3- NAC does not release any classroom materials, quizzes, tests, exams, or curriculum guides to tutors. These materials are the exclusive property of NAC.
- 4- NAC does not rent any part of the facilities for tutoring.

Textbooks and Online Resources

Students will have a combination of online subscription-based resources and textbooks. **All textbooks are to be returned at the end of the school year.** Students will be required to pay for textbooks and other materials lost or damaged. Failure to do so will prevent report cards and any other documents from being released.

Teacher Assignments

NAC, based on its experience and understanding of its students' abilities, reserves the right to determine the student assignment to classes and teachers.

Examination Calendar

An examination calendar is posted on the NAC Website.

Policy on Progress Reports

The purpose of Progress Reports is to inform parents about their student's unsatisfactory academic performance. The school issues one each term almost two weeks before the term exams begin. Parents should make contact with the teachers of the courses in which the student is deficient.

NAC Academic Probation Policy

Students whose average grade falls below 70% or have one or more Fs for the term will be placed on Academic Probation. Parents will be officially informed of the students' status and measures required to help improve students' performance will be communicated to the parents.

The purpose of placing students on probation is to guide and encourage students to improve their grades and, therefore, come off probation. A committee chaired by the Associate Principal will analyze students' performance and improvement during their probationary period. If no progress is made, students will continue to be placed on academic probation and their parents will be brought in for a meeting with the Middle School Principal. If no further improvement is made, students may not be considered for reenrollment in the following school year.

Students on Academic Probation will not be allowed to participate in extracurricular activities that will require them to miss classes, such as MUN, Community Service, matches, drama and music performances. Students will also be required to attend support classes offered at school. Once a student's average grade is raised to 70% or above, he/she will be considered in good academic standing and will be off Academic Probation. Students who attend summer school will be placed on Academic Probation at the beginning of the following school year.

Students on Academic Probation will be evaluated on their effort, behavior, and overall in-class performance by their teachers at the end of each class, to monitor their status on a daily basis.

NAC ACADEMIC INTEGRITY POLICY

Academic integrity lies at the heart of NAC and the IB mission. NAC students are expected to be meticulously authentic in the way they carry out and present their work. This means that all parts of all work submitted for assessment must be original to the student and/or must be properly cited.

Academic misconduct may involve:

- Copying material from a textbook, the internet, or another student and presenting it as one's own work
- Taking unauthorized assessment material
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- Exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- Impersonating another candidate

- Taking unauthorized material into an examination room, regardless of whether this material is used or potentially contains information pertinent to the examination
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination

This list is not exhaustive.

Action will be taken by the school if a student is found guilty of misconduct.

In NAC, we condition our students to have values as well as knowledge. Plagiarism will not be tolerated under any condition. The student’s general conduct, history and behavior records, age, and the severity of the infraction are all factors that affect the decision made about a guilty student.

First offence: Intervention with the student to correct the behavior and direct to a remedial action of work redo. Records of the first infraction will be kept in the student’s file, and parents will be involved. A meeting and official signature of the parent might be required, depending on the intensity of the infraction. The student must be monitored closely to avoid any future misconduct.

Second offence or more: The student will receive a zero on the plagiarized work or where academic misconduct was proved. A meeting with the parent is required.

THE SCHOOL DAY

Students: from 8:00AM to 3:00PM

Faculty and Staff: from 07:30AM to 03:30PM.

The day is divided into nine periods, including a break for lunch. Each period is 40 minutes.

Notification of School Closings

If, for any reason, it is necessary to cancel classes, NAC personnel will contact parents through the NAC portal, text messages and emails. Please make sure that you give the school your accurate contact information and refer to the NAC Master Calendar.

Campus Arrival

At NAC, the school day for students begins at 08:00 AM. Any student arriving after 08:10 AM must report to the Principal’s Office. students who arrive after 8:30am for the 3rd time will not be permitted to attend classes and their parents will be asked to pick them up. The student will receive a verbal warning the first time. The second time, the student will receive a written warning and will not be allowed to enter the first session of the day. The third time, the student will be considered absent, and their attendance will be recorded as an unexcused absence.

Students who ride the school bus must follow the rules listed below:

- Students must be at the appropriate pick-up point waiting for the bus. **The bus will not be waiting for them.**
- For students who miss the bus, it is the parent’s responsibility to get them to school on time.
- If students are late in reporting for their bus at dismissal, they are responsible for arranging for their own transportation home.

- Each bus student is assigned to a specific bus/bus route that students/parents **cannot** change without the approval of the Stage Principal.
- Parents **MUST** notify the office of the Associate Principal by email before 12:00 if they require that their child does not ride the school bus home.
- Any changes in the set departure arrangements **MUST** be communicated to the principal's office via email before 12:00.

Campus Departure

Students are not permitted to leave campus at any time during the school day without the express permission of the Associate Principal. NAC reserves the right to judge the acceptability of parent/guardian requests which involve a student's absence during the school day or early dismissal from school.

Dress Code

At all times during the school day, all students must be in the NAC uniform:

- NAC white polo shirt with NAC logo
- Navy blue pants or sweatpants
- During winter, students may wear the NAC hooded sweatshirt with the NAC logo.
- Girls should be appropriately groomed:
 - Feather extensions or any other extensions that do not match the natural color of the hair are not allowed.
 - Nail polish and make-up are not allowed.
 - Pants that are too tight and are immodest in appearance are not permitted.
 - Tattoos, other skin painting, and body piercing are not allowed. Tongue rings, nose rings and other facial or body rings are not allowed.
- For the boys and young men, excessively long hair over the shirt collar is not allowed

Any student determined to be inappropriately dressed for school will not be permitted to attend class. The parent/guardian will be contacted to come and take the child home or bring the appropriate clothing.

Student Lockers

All students are issued a student locker with a combination lock. Students are not to share their combination with any other student. Students are not permitted to change lockers. Lockers are the property of NAC and are subject to a search at any time. STUDENTS ARE NOT PERMITTED TO MARK, WRITE OR DRAW ON THEIR LOCKERS. SUCH ACTS CONSTITUTE VANDALISM AND DESTRUCTION OF SCHOOL PROPERTY. Students and their parents will be responsible for the cost of all repairs to damaged lockers. Students are encouraged not to leave valuable items in their lockers overnight. A student whose locker has been tampered with or entered into should immediately report the incident to the hallway monitor who will request an incident report be written and forwarded to the principal. It is the student's responsibility to take care of valuable property and to ensure that all valuable items are not left unattended and lockers are not left open. Food and drinks should not be left in the lockers at any time.

Student Supplies

Students are responsible for purchasing their own school supplies (e.g. notebooks, pens, pencils, note paper, binders, calculators and other material) that may be requested by their teachers. Students must clearly write their name on all books and personal items to prevent loss. Possession of the property of another student or teacher without permission may be regarded as **THEFT**.

School Year Instructional Days

Trimester	Dates
First Term	Tuesday, September 3, 2024 – Wednesday, November 27, 2024
Second Term	Sunday, December 1, 2024 – Thursday, February 27, 2025
Third Term	Monday, March 3, 2025 – Thursday, June 12 2025

SCHOOL ATTENDANCE

At NAC, attendance and punctuality are essential. Being physically present and actively participating in classroom activities is an integral part of the learning experience. Regular attendance at school is crucial to a student's success. Excessive absence and tardiness (being late to class) is a major obstacle to the education process. On occasion, absences do occur, but it is critically important that the student and his/her parents work to ensure that being absent from school does not become a habit and only occurs as infrequently as possible and is truly unavoidable.

NAC Absentee Policy

- a) If a student is to be absent for any reason, the parent/guardian must email the office of the Middle School Principal before 10:00AM that morning and explain the reason for the student's absence. It is up to the principal to decide whether the absence will be excused or not.
- b) Absence due to illness will be considered excused absence only if the student submits a letter from a doctor and it is approved by the NAC doctor. **The letter must be submitted on the day the student returns to school.** The school doctor will then forward the information to the principal's office so that an excuse is sent to the teachers.
- c) In case of an excused absence, students are allowed to make-up work they have missed. It is the students' responsibility to find out about their missing assignments. Students **MUST** check with their teachers on the day they return to school for all make up assignments. Students will be allowed **ONLY ONE WEEK** to make up their missing work.
- d) **In case of unexcused absence, students will NOT** be allowed to make-up any formal assessments- quizzes, tests, or exams. Students with unexcused absences may be able to make up for missed assessments for partial credit.
- e) All students absent from school are responsible for all the material taught during their absence. It is the students' responsibility to communicate with their teachers and find out what they have missed.
- f) Students leaving school before the official start of school holidays or returning late after a holiday will be considered UNEXCUSED and receive NO CREDIT for missed work.
- g) Students with excessive absence will be given a warning letter and if the student fails to meet the 85% of attendance, s/he might not be allowed to take the final exam.

- h) Students with excessive absences who do not meet the Narmer American College attendance requirements will not be eligible to receive credit for the year.
- i) All students must take the final exams. If, for serious reasons, a student fails to attend the final exam, he/she must re-take the exam at the conclusion of summer school.
- j) A student who is not in attendance for any part of the school day may not participate in any **extracurricular activity**. Participation in extracurricular activities is a privilege, not a right.

NAC Tardiness Policy

Students are expected to be on time for all classes. Punctual and regular attendance at school is required of all students. A student who is more than ten minutes late to class, unless otherwise excused, can be considered absent from that class. Students are responsible for all material taught during the time they were not present in class. Students will receive a zero in any assignment they miss due to their tardiness. Students will NOT be allowed to make up missing assignments that were done at the beginning of class (quizzes, tests, class work, etc.). On the 3rd tardy to class, the principal may contact the student's parent or guardian to arrange a conference to discuss the habitually tardy student and work with the parent and student to eliminate patterns of habitual tardiness to class.

Off Campus Permission

- a) Students may not leave campus during the day unless in an emergency that is approved by the principal.
- b) The Principal's Office must receive an email to issue departure approval.
- c) The principal reserves the right to judge the acceptability of such requests. NAC reserves the right to deny students permission to leave campus. Students are expected to be in attendance for the complete school day.
- d) NAC accepts no liability for students leaving campus without permission.

School Field Trips

Narmer American College believes that Field Trips are an important part of the curriculum and provide students the opportunity to apply what they have learned in class. All student field trips must follow the NAC Field Trip Policy and Procedures. An important part of the policy is parent permission. Before any student can participate in a field trip, the school must receive the completed Parent Permission Form.

While on a field trip or other school sponsored trip, students are governed by the NAC Code of Student Behavior. If the trip is outside of Egypt and the student violates the Code of Student Behavior, she/he may be immediately sent home at the parent's/guardian's expense.

NAC reserves the right to deny any student, because of academic, attendance, or behavior issues, the privilege to go on any trip. NAC always notifies parents/guardians when a trip is being sponsored by the school. **The school does not accept any responsibility for non-school sponsored trips.** Members of the NAC faculty and staff are not authorized to participate in such trips. It is the responsibility of the School Principal to approve all faculty chaperones for field trips and school sponsored trips.

All local field trips during school days are MANDATORY; students MUST be in attendance. Missing a field trip voluntarily is considered an unexcused absence and students will receive no credit for the day.

CAMPUS ACCESS RULES AND REGULATIONS

NAC maintains a closed campus during the school day. The safety and security of our students and staff members continues to remain a top priority of the school administration. In the best interest of our faculty, staff, and our students, we ask that the following procedures and guidelines be followed:

- Parents are not allowed to enter the NAC School gates under any circumstances before 8:30 AM and before announcing the purpose of their visit to the security personnel at the school gate, and the purpose must be either having a preset appointment, needing to purchase the uniform, or paying school fees.
- Meetings with Teachers and school personnel are scheduled on Mondays and Tuesdays from 09:00AM to 02:00PM. Administrators and/or teachers will not be able to meet with parents without an appointment.
- All visitors must register (sign-in) at the security post located at gate 1 – Main Gate. At the post, visitors must present appropriate identification, which includes one with a current photograph, and obtain a visitor pass.
- Sign-in includes official ID, name, time in & out, and destination of who you are here to see.
- Parents coming in for a preset appointment must remain in the reception area until the Admin Assistant escorts them to their meeting venue, and they aren't allowed to wander around the school under any circumstances.
- The reception personnel are strictly instructed to greet the parents who enter the school and to receive and deliver messages to the administrators and to the faculty, staff and parents only. They are not authorized to interfere with school policies or regulations. They will give you the decision of the administration regarding your request. Please don't argue with them, and don't expect them to argue with the administrators in order to fulfill your request. They will only deliver your message and give you the response.
- NAC expects all visitors to the campus to exhibit, at all times, courtesy and respect for all school personnel. Rude behavior and disrespect toward school personnel is unacceptable and will not be tolerated. Parents and/or visitors who consistently exhibit disrespectful and rude behavior toward any member of the NAC faculty or staff will be barred from the NAC campus.
- Parents must be aware that they are not permitted to curse or use any aggressive language, attitude or loud tone with the receptionists, security personnel, or with any other NAC staff or faculty member under any circumstances at any point of time or they will be escorted out of the school premises. In case of any offense against any school employee or security

member, the aggressor will be prohibited from attending any school events and legal action will be taken against him/ her.

- To avoid interruptions to classroom instructional activities, we will not deliver messages to students in classrooms except in the case of an emergency.
- At no time during the school day are parents to enter classrooms. Violators will be escorted from campus by security personnel.
- The NAC school administration will not allow any violation of its rules under any circumstances. Every employee in the school, whether staff or faculty member, is treated with full respect by the school administration, and we therefore expect the same attitude from all the parents. Any offense or disrespect towards any individual at NAC, a student, or any employee from the faculty or staff is considered an offense to the school Management and Administration as a whole.
- Parents are not permitted to interfere with the school decisions, rules or regulations. NAC fully abides by the Ministry standards, and it has its own policy which is neither flexible nor negotiable and will not accept any parent's interference under any circumstances.
- It is not acceptable for parents to impose any requests related to the placement of their children in classrooms asking for changes or special demands of any kind.
- All the rules and regulations stated above are for the benefit of each and every student enrolled at NAC.

In regard to appointments, kindly find the following reminders, and please make sure you are aware of the procedures noted below:

- ✓ No visits to the school or meetings with administrators or teachers are allowed for parents without a prior appointment. Appointments are taken by contacting the school phone numbers or by sending an email to the appropriate channel to the Admin Assistant.
- ✓ In case of an emergency and only an emergency the parent may come to school to meet the designated Principal. If he/she is not available, the parent will meet with the Administrative Assistant.
- ✓ School phone numbers for appointments or any inquiries: 02-25874000 – 01224801000
- ✓ Emails for concerns or to schedule an appointment with the teachers and/or Principal be sent to Mrs. Noha Bahgat: nohahatem@nacegypt.com

SCHOOL BUS SAFETY RULES AND PROCEDURES

The most important element of school bus transportation is the safety of students. In order to achieve a safe and efficient system, students, bus matrons and drivers must strictly adhere to the following rules and regulations:

1. Students shall always take a seat upon boarding a bus and remain seated at all times while the bus is in motion. They must fasten their seat belts at all times during the bus ride.
2. Conduct on the school bus shall be of the same high standard as expected in the classroom. All school rules apply while students are on the bus. Such acts as fighting, pushing; obscene talk or gestures will not be tolerated and will be cause for disciplinary action.

3. In order to maintain a strict time schedule, drivers cannot wait for students. Students must be ready and on time for boarding the bus each morning. The student must be ready five minutes before the bus is scheduled to arrive.
4. Student should not talk to the driver while he is driving.
5. Students shall wait until the bus comes to a full stop before entering the roadway to board the bus or before leaving their seat to get off the bus.
6. No student should be seated next to the driver.
7. The bus doors must remain closed. Students are to keep arms and heads inside of the bus at all times. Bus windows shall be kept shut unless permission to open them is given by the driver.
8. No talk about politics or religion is allowed between the students or with the bus matron or driver.
9. Sharp items, bulky items, and other dangerous objects are prohibited on the bus.
10. The bus radio won't be switched on during the bus ride.
11. Students shall remain on the bus until it arrives at school or at home. Drivers will not let students off upon request unless a pass is obtained from the Office of the Middle School Principal for a change in riding status and given to the Bus Supervisor.
12. An email and a written parental request are required for any change from one bus to another or for a change in pick-up or drop-off point. The request must be communicated to the principal's office before 12:00 to allow for sufficient time to effect these changes to ensure student safety.
13. The school bus matron and the driver are completely in charge when transporting students. All instructions given shall be followed and students should cooperate with the bus matron and driver in any way they can.
14. Any damage to the bus caused by a student will be repaired at the student expense.

CAMPUS FACILITIES

Hallways and Student Property at NAC

It is important to maintain a clean and orderly environment. In order to achieve this goal, it is important that all students assist in keeping the hallways, stairways and classrooms free of trash and clutter. There are waste baskets in each classroom and large trash baskets in the hallways on all levels where students and faculty may throw trash. Students should keep all school supplies in their lockers when they are not being used. Backpacks and textbooks must not be left in the hallways or on top of lockers. If left in these areas, they may be confiscated and turned in to Lost and Found. Students should not leave tablets, electronic devices, cell phones, or other such property in the hallways unattended. Students are not to be in the hallways without the appropriate hall pass. Floor security personnel will stop and take students who do not have authorization to be out of class to the office of the principal. The classroom teacher will be asked to provide a reason as to why the student is out of class without a pass.

Cafeteria

The NAC cafeteria is a place where students come to take their meals and meet friends only during the break time. No student should be allowed access to the cafeteria except during lunchtime. Students can store their water bottles in their lockers and use them between classes, but they may not leave class to run buy water or even access the cafeteria during the five minutes in between. The cafeteria offers a number of food selections and drinks for students. NAC expects that all

middle school students behave like young ladies and young men. At all times, they should be courteous, polite and respectful towards all cafeteria personnel. They should be seated while eating. The appropriate etiquette for eating in a restaurant, etc., is one of those skills learned at home.

It is the students' responsibility to see that the cafeteria is kept clean and orderly at all times. Food and drink are not allowed in any part of the NAC campus, including classrooms, and outside the cafeteria, except in the plaza area. Water may be allowed in the classroom with the express permission of the teacher.

Driving/Parking

- NAC permits older students to drive themselves to school. However, in order to drive to school a student must have a current official driver's license, the official registration of the car, and proof of automobile insurance. NAC security personnel may ask student drivers to present the above documentation.
- NAC assumes no responsibility or liability for students driving themselves and other students to school. It is the responsibility of the parents or guardians to ensure that their student is eligible to operate a motor vehicle.
- No Dune Buggies or other recreational vehicles are permitted on or near the NAC campus.
- It is completely prohibited for students using their cars or private drivers to remain after school hours lurking around the school premises. **Everybody** must be dismissed immediately.

Parking

We ask that when you drop your child off in the morning or pick them up at the end of the school day, you do not triple park, block the street traffic and the school bus departure. If you send a driver to pick up your child, he must follow the direction of NAC security personnel. Failure to follow parking regulations will result in the driver not being permitted to be near the campus. All drivers must have approved identification on file with our security office.

NAC-MYP BEHAVIOR POLICY

At NAC, we know the last place you want to be is a school filled with “don'ts” and negativity. Instead, we envision a thriving community built on positive reinforcement and shared values. Through collaborative reflection, faculty and students have come together to establish a set of core principles that will empower us to learn, grow, and achieve together. This agreement outlines the expectations that will guide our interactions and foster a culture of respect, responsibility, and a “can-do” spirit.

The aim of this behavior policy is to foster a secure learning environment for all students while promoting an understanding of how individual actions impact others and the broader school community. Upholding our responsibilities is crucial for the preservation of everyone's rights.

The IB Learner Profile outlines key principles for fostering positive and collaborative relationships, both within and beyond the school environment. Essential agreements are crafted in accordance with school-wide expectations and promote the adoption of IB Learner Profile attributes. Students will be provided with positive reinforcement and consistent consequences aimed at fostering self-awareness and accountability for their actions.

The Five Values of Respect

- Respect for Self and Others
- Respect for Learning
- Respect for Leadership
- Respect for the Environment
- Respect for Other Cultures and Languages

These rules and regulations apply at all times while on school premises and in any school-related contexts, and they encompass all interactions among community members, whether in person or through alternative mediums like online communication.

Positive Behavior

Examples of Positive Behavior in Action	
Respect for Self and Others:	<ul style="list-style-type: none"> ● Being truthful ● Dressing appropriately ● Reporting bullying ● Praising others ● Helping others ● Welcoming and caring for new students ● Reporting theft
Respect for Learning:	<ul style="list-style-type: none"> ● Demonstrating appropriate behavior in classroom ● Demonstrating appropriate behavior outside of classrooms ● Demonstrating appropriate use of technology
Respect for Leadership	<ul style="list-style-type: none"> ● Following rules and instructions ● Greeting others
Respect for the Environment	<ul style="list-style-type: none"> ● Keeping materials in their appropriate place ● Picking up trash ● Keeping the classroom clean ● Reporting damage in classrooms, bathrooms, and to other facilities or equipment ● Helping sort trash
Respect for Other Cultures and Languages	<ul style="list-style-type: none"> ● Keeping an open mind about other points of view ● Listening to others of different backgrounds

Positive Consequences
<ul style="list-style-type: none"> ● Tokens of appreciation to the students from teachers/Principal ● Verbal Feedback to students/Parents on good behavior from teachers. ● Increased autonomy ● Leadership opportunities ● Community-wide recognition ● Participation in and recognition at school events or competitions

Negative Behavior

At NAC, we believe in a consistent approach to maintaining a safe and positive learning environment for all students. This means we have a clear set of expectations outlined in our school-wide disciplinary code.

When students encounter challenges or make mistakes, our dedicated faculty uses the code as a guide for productive conversations. These discussions focus on helping students understand the impact of their choices and identify alternative, positive behaviors.

Our goal is to empower students to learn from their experiences. Through reflection and taking responsibility for their actions, students gain valuable skills for making positive choices in the future.

Examples of Negative Behavior	
Disrespect for Self and Others:	<ul style="list-style-type: none">• Lying• Dressing inappropriately• Teasing, bullying, intimidation, or putting others down• Exclusion of others from activities or conversations• Fighting or roughhousing• Stealing• Possession or distribution of prohibited substances including tobacco, vapes, or drugs
Disrespect for Learning:	<ul style="list-style-type: none">• Disruptive behavior in classroom• Demonstrating inappropriate behavior outside of classrooms• Demonstrating inappropriate use of technology• Academic dishonesty• Accessing applications or sites that are not permitted• Skipping class• Repeated tardiness to class or school
Disrespect for Leadership	<ul style="list-style-type: none">• Refusal to follow rules and instructions• Refusal to hand over phones when requested by a teacher or administrator• Defiant behavior
Disrespect for the Environment	<ul style="list-style-type: none">• Leaving materials out• Leaving trash• Damaging school property or facilities, including vandalism and graffiti on walls, desks, and lockers
Disrespect for Other Cultures and Languages	<ul style="list-style-type: none">• Insulting or insensitive comments about race, ethnicity, religion, nationality, gender, or sexuality• Online posting of comments or media that are disrespectful of people of different backgrounds• Not listening to the perspectives of others of different backgrounds

Consequences for Negative Behavior

Negative behavior is classified into three levels based on the nature and severity of the offense.

Minor Incidents

Definition: One-time occurrences that don't cause serious harm. They might be due to a misunderstanding or a lapse in judgment.

Response: Our teachers intervene directly with the student to address the behavior and provide guidance. Depending on the severity, the incident may be documented in the SCL for future reference.

Significant Incidents

Definition: These behaviors may be repeated or planned and may result in more serious consequences, such as lasting harm to self, others or property.

Response: Teachers and/or the principal intervene directly with students and inform parents. Students are spoken to by the coordinator, counsellor or principal. The incident is documented in the SCL.

Severe Incident:

Definition: A behavior which causes severe damage to property, self, or others and which shows disregard for the safety and wellbeing of others.

Response: The student is sent to the principal. The incident is documented on SCL and parents are immediately informed. The student is taken out of the classroom and may be given detention, in-school suspension (ISS), or out-of-school suspension (OSS).

Determining whether an incident is classified as minor, significant, or severe will follow the aforementioned guidelines, but ultimately rests with the teacher or NAC staff member involved. The overall record and pattern of behavior of the student will be considered in determining the seriousness of an incident.

Any behavior that may be minor in some circumstances can be deemed serious or severe if it occurs in a situation where it is more likely to cause significant harm, such as pushing in the stairwell or throwing a heavy object.

Action Plan for Addressing Negative Behavior

For Significant and Severe incidents, the action plan will initiate from step 4.

1. The teacher speaks with the student – first warning.
2. The teacher speaks with the child AND the incident is recorded in the behavior log in SCL – second warning.
3. The student is referred to the principal, parents are notified (via email, phone, or in person) AND the incident is documented in the behavior log in SCL – final warning.
4. Parents are notified (via email, phone, or in person) AND the incident is documented in the behavior log in SCL
5. Suspension can range from 1-3 days depending on the severity of each case. Determination to be made by the school leadership.
6. As the final step, the school reserves the right to expel a student. This decision will be made on a case-by-case basis with agreement from the school management team.

In some cases, students may be assigned corrective instructional tasks appropriate to the violation. For example, a student who continues to leave trash around or who commits vandalism by writing

on desks or walls may be assigned to help with cleanup at the end of the school day. If the student is unwilling or unable to complete such assignments, the incident may be elevated to the next level. Conversely, a student who has committed a significant or severe violation may be able to reduce the consequences or have an incident removed from his/her record if he/she completes corrective tasks or service to the school or community.

Please note that students who receive ISS may not receive credit for all class assignments. Students who receive OSS will not receive credit for assignments that were to have been completed in class, and they may not be allowed to make up the work they missed for credit.

The behavior history is retained on SCL for the duration of the student's enrollment at NAC.

NAC ANTI-BULLYING POLICY

Prohibition of Harassment, Intimidation, and Bullying

NAC is committed to a safe and civil educational environment for all students, employees, volunteers and parents free from harassment, intimidation or bullying. “Harassment, Intimidation, or Bullying” means any intentional written, electronic, verbal, photographic or physical act that:

- Physically harms a student or damages a student’s property; or
- Has the effect of interfering with a student’s education; or
- Is severe, persistent, or pervasive so that it creates an intimidating or threatening educational environment; or
- Has the effect of disrupting the orderly operation of the school.

Harassment, intimidation or bullying can take many forms including, but not limited to, cyber bullying (tweeting, texting, posts on Facebook, emails, etc.) slurs, rumors, jokes, innuendos, demeaning comments, drawing of cartoons, gestures, written threats, verbal, or physical actions. This policy applies to students, parents, relatives and associates of students.

Conference with parents, corrective discipline, and dismissal from school, and referral to law enforcement may be employed to change the behavior of the student and remediate the impact on the victim.

NAC TECHNOLOGY POLICY

Cell Phones, Smart Phones, and Electronic Devices

Students are not permitted to use cell phones/smart phones during the school day. When attending classes or school assemblies, cell phones/smart phones must be turned off. If the cell phones/smart phones go off at any time during the school day, they will be confiscated and returned at the discretion of the principal. If a violation is repeated, the cell phones/smart phones may be returned only at the end of the year. Narmer American College assumes no liability or responsibility for any loss or damage to any student’s electronic devices brought to school.

NAC accepts the fact that computers, smart phones, laptop computers, tablets, smart watches, and other information technology play a major role in today’s society. Accepting the importance of

technology, but aware of its potential for inappropriate use, NAC offers its students access to and the opportunity to use all the available technology within the limits of the NAC Technology Use Policy described below:

- ❖ Students should not access or transmit inappropriate material in any form or manner. Inappropriate material includes, but is not limited to, offensive or sexually explicit material (including text, images, or lyrics)
- ❖ Students will not use cell phones, tablets, laptops, or any other electronic device for the dissemination or publication of any materials which may damage the name of the school, which is detrimental to the common good or which is personally harmful, slanderous, libelous, or offensive to any student or member of the NAC administration, faculty or staff. This includes the posting of inappropriate and personally offensive material on any blog, chat room, any social media site.
- ❖ Students are strictly prohibited from using cameras, cell phones, smart phones, and tablets to take photographs, make video recordings or record any conversation in the classrooms, PE locations, restrooms and hallways. **Violation of this policy may result in immediate suspension, loss of privileges related to the use of technology, and a parent conference with the Principal and the School Principal. Depending upon the severity of the incident/s, expulsion from NAC is an option.**
- ❖ Students are strictly prohibited from modifying, attempting to modify, or remove any hardware or software from NAC computers and computer systems. This includes, but is not limited to, administrator, faculty and staff computers, printers and desktop settings. **Students are strictly prohibited from attempting to access restricted resources, including electronic student data files.**
- ❖ A student's use of electronic devices, cell phones, smart phones, tablets, laptops or any other device that violates the NAC Technology Policy will result in disciplinary action.
- ❖ NAC reserves the right to inspect a student's electronic device without his/her consent. While on the NAC campus or involved in school related activities, students do not have the right to refuse any inspection of electronic devices. The student's parents will be contacted by the principal.
- ❖ All violations of NAC technology policy will include a thorough investigation. Results of the investigation will become a permanent part of the student's record.

Parents Monitoring of Social Media Content

Social media is an important medium of communication for our students. Social media, all too often, is used in disparaging, harassing, sexually explicit, and/or other ways that run counter to our school policies and expectations of appropriate student behavior. They are an offense to the notion of civilized behavior. NAC presumes that parents actively monitor the social media content of their son/daughter so as to discourage use of social media as a weapon against anyone, use of social media to belittle or disrespect others, and/or use social media to be sexually explicit, to bully, or to harass others. NAC technology policy will be in effect but is not limited to students, parents or relatives. Parents are expected to monitor their student's social media contents.

NAC DRUG POLICY

Philosophy

Narmer American College recognizes the hardships created by drugs at the individual, family, and community levels. In so doing, our school is united to provide a drug free environment safe for

student learning. While we recognize the need for compassionate treatment of those using drugs, addicted to drugs and seeking help, we also uphold the policy of not using drugs or distributing drugs at any time while on or off campus or at any off-campus Narmer American College event. In accordance with this, we will maintain a NO TOLERANCE Policy toward the use or possession of drugs. The policy relating to such abuses is designed to be preventive in nature and is intended for any student having problems with drugs.

Possession / Use, 1st Offence

When a student is found in possession of, under the influence of, or using drugs or paraphernalia on the way to or from school, at school, before, during, after or at school sponsored events, the unauthorized substance will be taken away from the student and parents will be called in immediately and informed that student is expelled. Narmer American College reserves the right to contact the police for incidents involving drugs. If emergency services are required such services shall be contacted and the expense will be borne by the student and his/her family.

Trafficking / Selling of Drugs

If a student is found to be trafficking – buying, giving away or offering to trade, sell, or give away drugs (including prescription medication), on the way to or from school, at school, before, during, after or at school sponsored events, the student will be dismissed immediately from Narmer American College without the option of returning. The parents will be notified immediately.

Inspection of personal property including (but not limited to) cell phones, text messages, Facebook, Twitter accounts, Instagram or any type of social media communication, lockers and their contents, clothing pockets, and backpacks may be conducted by the principal or designee for any reason at any time without notice and without student or parent consent. Any unauthorized items will be confiscated and not returned to either student or parent.

GROUNDS FOR DISCIPLINARY ACTION/DISCIPLINARY CONTRACT/SUSPENSION/EXPULSION

At NAC, the teacher of each class is in charge of student behavior in the classroom. All students are expected to comply with the classroom management plan and other rules that the teacher may decide are appropriate as long as they are consistent with the policies and procedures of NAC. Administrators, faculty and staff must always be addressed in a respectful and polite manner. Behavior that is confrontational with a teacher in the classrooms, laboratories, gym, track and field, auditorium, and any other areas of the NAC campus is unacceptable. In each case the principal will determine the appropriate disciplinary action to be taken.

A student may be placed on suspension, placed on a Disciplinary Contract, or recommended for expulsion for actions including, but not limited to the following:

- Possession of or assault with a lethal instrument or weapon or possession of harmful weapons and materials or objects that can be used as weapons.
- Use of, possession of, under the influence of, or distribution of any narcotics or controlled substance or anything passed off as drugs, on or off school premises or at any school – related activity regardless of where and when it takes place, prior to, at, or following any school related activity.
- Theft, attempted theft, dishonesty, or extortion.
- Failure to uphold any of the conditions of a Disciplinary Contract.

- Any act of vandalism involving school property or the property of another, including: fellow students, faculty, staff, support staff, and other employees of NAC.
- Forging – students are not permitted to write their own notes or sign any official school documents.
- Bullying – Students are entitled to be in a bully-free environment.
- Continued skipping classes or leaving school without permission.
- Smoking or being in the possession of tobacco products on campus or at any school event
- Any action deemed by the administration to be detrimental to the welfare of other students or school personnel.
- Disobedience, insubordination, or disrespect toward authority.
- Excessive unexcused absences or continued tardiness.
- Tampering with the personal computer and recorded grades of any teacher or NAC administrative personnel.
- Inappropriate use of the internet, whether inside or outside of school, that is detrimental to the reputation of the school or school personnel, issuing threats to do harm or to intimidate others.
- Establishing websites or participating in web “blogs” containing material (such as but not limited to school personnel) related to and contrary to the mission and philosophy of NAC.
- Fighting, verbal abuse including text messaging, cyber bullying, Tweeting, Facebooking, assault, battery, bullying harassment, threat of violence or encouraging others to **violent actions directed toward any school personnel, student or their property.**
- Language or behavior which is immoral, profane, vulgar, or obscene.
- Sexual harassment, unwelcomed sexual advances and/or other verbal comments which are offensive in nature.
- Students found to have made false reports and/or accusations.

Student Suspension

In-School Suspension (ISS):

Students who receive in-school suspension (ISS) will be assigned to an ISS room and monitored by NAC personnel. The student will work on assignments provided by the classroom teachers. All assignments must be completed. Failure to complete assignments may result in an additional day being added to the suspension. **The credit for this type of work done outside the classroom will be left for the administration to decide upon.** During the period of suspension, the student will take his/her lunch in the suspension room. Students in either out-of-school or in-school suspension are not permitted to participate in any school activities.

Out-of-School Suspension (OSS)

If while serving in-school-suspension, a student continues his/her misbehavior, the suspension will be changed to out-of-school suspension (OSS). Being suspended from NAC is a serious step in the disciplinary policy. It is not to be taken lightly by either the student or his/her parents or guardian. Depending on the seriousness of the violation/s, the length of time for a suspension off campus can be three, four, or five days. The maximum period for a suspension is nine days. Students suspended from school must be accompanied by their parents and meet with the Associate Principal and the Head of School before they can return to class.

Students who are on OSS **WILL NOT** be allowed to make up any of the work done in class during their period of suspension and this includes tests, quizzes and class work assignments.

Student Disciplinary Probation Contract

A student will be placed on a Disciplinary Probation for consisted and serious violations of the NAC policies and procedures governing student behavior. Student and his/her parents will be required to sign a disciplinary probation contract. During the period of probation, any violation of the terms of the probation may be grounds for dismissal from NAC.

Student Expulsion

Students may be subject to expulsion for any behavior that is detrimental to the common good or is harmful or offensive to any members of the NAC community. The final decision to expel a student will be made by the Managing Director after consultation with the School Principal and the Director of Legal Affairs. A student who has been expelled from the school will not be readmitted at a later date.

Expulsion – Procedures for Appealing Dismissal from NAC

If a student's offense is potential grounds for expulsion, the principal will inform the parents and send the student home. A hearing for expulsion will be set by the School Principal with the advice of the school's legal counsel. Individuals other than the student and parents are not allowed to attend the hearing. After the hearing, a recommendation will be made to the Managing Director for approval.

Recommended Transfer

A recommended transfer terminates the student's enrollment at NAC but does not leave the stigma of expulsion on the student's record.

Definition of Conditions for Recommended Transfer:

- A. A recommended Transfer is a recommendation made by the principal that continued attendance is not in the best interest of the educational environment at NAC or will make demands on the school which the school cannot meet.
- B. The parent/guardian have failed to meet the obligations of NAC which they accepted upon enrolling their child or have interfered in matters of school administration or discipline to the detriment of the school's ability to serve their own or other students.
- C. If grounds exist to expel a student, but there are extenuating circumstances in the determination of the Managing Director, the Managing Director may, at her discretion offer a recommended transfer as an alternative to expulsion.

MINISTRY OF EDUCATION LIST OF VIOLATIONS AND CONSEQUENCES

Violation	First Measure	Second Measure	Third Measure
<ul style="list-style-type: none"> • Aggression towards other students (attack) 	<ul style="list-style-type: none"> • Social worker instructs and guides. Student and parent sign the referral. Case placed in file. Give an apology to the victim. • Suspend student for a day. 	<ul style="list-style-type: none"> • From one to three days of suspension in addition to student and parent signing the referral, and student giving an apology. • Transfer student to the child protection committee in school or the affiliated office with the ministry. 	<ul style="list-style-type: none"> • Transfer student to the school social worker's office to examine his case and correct behavior. • School admin and school protection committee to consider suspending the student up to 15 school days in addition to the student giving an apology • Take legal action according to the law.
<ul style="list-style-type: none"> • Theft/stealing others' possessions 	<ul style="list-style-type: none"> • Supervisors instruct and guide. Return stolen items. Inform parent. Student sign referral 	<ul style="list-style-type: none"> • Transfer to school social worker and call parent. Return stolen items. Examine the student's case. 	<ul style="list-style-type: none"> • Transfer student to higher administration and the school protection committee to study his case under the law.
<ul style="list-style-type: none"> • Disrespect towards administrative, academic, technical or cleaning staff 	<ul style="list-style-type: none"> • Social worker instructs and guides. Student and parent sign the referral. Case placed in file. Students will be asked to give an apology to the victim. • Suspend student from one to three days. 	<ul style="list-style-type: none"> • Transfer to school social worker and call parent. Suspend student from three to five days. • Examine the student's case. • Sign referral by student and parent. 	<ul style="list-style-type: none"> • Suspend student for 15 days.

Updated Discipline Code of conduct

General Rules	CONSEQUENCES	
Violating the school dress code , including inappropriate hairstyles and jewelry.	<p>1st referral:</p> <ul style="list-style-type: none"> • Dress code contract. • Notify parents by email. • Break detention. • 1st warning <p>2nd referral:</p> <ul style="list-style-type: none"> • Notify parents by email and phone call. • Break detention. • 2nd warning. 	<p>3rd referral:</p> <ul style="list-style-type: none"> • Students will be dismissed from school.
Violating Tardy Policy By Car students, school gates are open from 7:40m till 8:20 am, Exceptions might be given to athletes who have regular national team training early mornings, such expectations take place provided submission of a supporting document. Late students are deprived from the 1 st session.	<p>1st referral:</p> <ul style="list-style-type: none"> • 1st warning. • Notify parents by email. <p>2nd referral:</p> <ul style="list-style-type: none"> • 2nd warning. • Notify parents by email and phone call. • Break detention. 	<p>3rd referral:</p> <ul style="list-style-type: none"> • 3rd warning. • Notify parents by email and phone call. • Break detention. <p>4th referral:</p> <p>Students will be dismissed from school, and this will be recorded as 1 day out of school suspension.</p>
Violating the Bus Rules	<p>1st referral:</p> <ul style="list-style-type: none"> • Break Detention. • Reflection sheet. • Notify parents by email. <p>2nd referral:</p> <ul style="list-style-type: none"> • Two days Break detention • Behavior agreement. • Notify parent by email and phone call. 	<p>3rd referral:</p> <ul style="list-style-type: none"> • Warning letter. • Two days break detention. • Disciplinary meeting and disciplinary probation. • Notify parents by email and phone call. <p>4th referral:</p> <ul style="list-style-type: none"> • Bus suspension up to 3 days. • Parents meeting if needed.
Violating the Cell Phone Policy	<p>Violating mobile phone use guidelines will result in the above consequences as well as confiscation as follows:</p> <ul style="list-style-type: none"> - 1st referral: end of the same day. - 2nd referral: Next academic end of day. - 3rd referral: 3 academic days. - 4th referral: 7 academic days. 	

CATEGORY A

BEHAVIORS	CONSEQUENCES	
<ul style="list-style-type: none"> • Repetition of breaking class golden rules. • Gum chewing, eating or bringing seeds at school, eating in class. • Showing lack of respect during the morning line and/or the singing of the national anthem. • Tardiness between classes (less than 10 mins). • Coming to class unprepared repeatedly (In collaboration with the Academic policy). • Minor damage to or unauthorized use of property not belonging to the student. • Horseplay minor issue (mumbling with words, throwing the file, slamming the door...). • Violating safety guidelines (hanging to the class door, carrying each other, pushing on the stairs). 	<u>1st referral</u> <ul style="list-style-type: none"> • Break Detention. • Reflection sheet. <u>2nd referral</u> <ul style="list-style-type: none"> • Half day in-school suspension. • Reflection sheet. • Notify parents. 	<u>3rd referral</u> <ul style="list-style-type: none"> • Full day in-school suspension. • Behavior agreement contract. • Counseling. • Notify parents. <u>4th referral</u> <ul style="list-style-type: none"> • 1 day out of school suspension. • Disciplinary meeting with student, teacher(s), administration, and parents after the suspension.
	<p>*Disrespect requires an apology note.</p>	

CATEGORY B

BEHAVIORS	CONSEQUENCES	
<ul style="list-style-type: none"> • Horseplay- severe issue (running during session, splashing water ...) • Ignoring teachers' instructions, intentionally disrespecting the teacher. • Slander and/or libel; name calling, offensive behavior, or insulting another student. • Falsifying official documents or in possession of documents that are another individual's property. • Theft/possession of known stolen items (minor). • Bullying (persistent harassment, written, or verbal abuse/intimidation or via social media). • Skipping class or tardy (10 mins and above). 	<u>1st referral</u> <ul style="list-style-type: none"> • Full day in-school suspension. • Reflection form and warning notice. • Notify parents. <u>2nd referral</u> <ul style="list-style-type: none"> • 1 day out of school suspension • Behavior agreement contract. • Notify parents. 	<u>3rd referral</u> <ul style="list-style-type: none"> • 3 days out of school suspension. • Counseling • Notify parents. <u>4th referral</u> <ul style="list-style-type: none"> • 5 days out of school suspension. • Disciplinary probation for one term with a follow-up form. • Disciplinary meeting with student, teacher(s), administration, and

<ul style="list-style-type: none"> • Producing, possessing or distributing offensive/indecent materials. • Unapproved collection of money/sales (e.g., to non-school approved events, for physical or virtual games). • Vandalism, students will pay a fine. • Misuse of technology (Gaming, accessing unauthorized material or websites, working on course work during another class without permission). 		<p>parents after the suspension.</p>
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CATEGORY C

BEHAVIORS	CONSEQUENCES	
<ul style="list-style-type: none"> • Severe disrespect (using any unacceptable tone of voice or body language, replying disrespectfully, etc.) • Leaving the classroom with no permission. • Severe Physical interaction with injury or without. • Vulgarity (using bad language or even vulgar gestures etc.). • Defaming the school image outside campus when representing school in different venues (official exams, field trips, sports events etc.) or, on social media. • Physical harassment of any kind, including touching or invading others' personal space. • Blackmailing and/or threatening others, leading to physical or emotional harm. • Video or audio recording of anyone without their consent, while using this material in malicious acts towards that individual (invading privacy). • Fighting and/or inciting collective group harmful behavior (fight causing severe injuries). • Possession of any controlled substances such as tobacco, vape, weeds and cigarettes (selling /Buying). 	<p><u>1st referral</u></p> <ul style="list-style-type: none"> • 2 days out of school suspension. • Behavior agreement. • Notify Parents. <p><u>2nd referral</u></p> <ul style="list-style-type: none"> • 3 days out of school suspension. • Warning notice. • Counseling. • Notify parents. 	<p><u>3rd referral</u></p> <ul style="list-style-type: none"> • 5 days out of school suspension. • Behavior agreement contract. • Disciplinary meeting with student, teacher(s), administration, and parents after the suspension. <p><u>4th referral</u></p> <ul style="list-style-type: none"> • Suspension till term exams. • Recommendation for expulsion

<ul style="list-style-type: none">• Violation of tobacco use or vape.• The distribution and/or collection of content considered mature in nature, via social media/ direct messaging (Examples: email, SMS, WhatsApp, or any other such application).		
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STATEMENT OF CONSENT FORM

Narmer American College shall provide annually for a signed statement by each student's parents or guardians that they acknowledge, understand, and consent to the responsibilities outlined in the NAC Student/Parent Handbook.

Parents/guardians must sign the form and return it to the school. Questions about the contents of the form should be directed to the Associate Principal's office.

I understand and my child and I agree to fulfill the responsibilities and policies outlined in the Narmer American College Parent/Student Handbook. I also understand and agree that my child shall be held accountable for his/ her behavior. Further, I understand that students who violate the NAC policies and codes shall be subject to the appropriate non-negotiable disciplinary actions, up to and including removal from Narmer American College.

Name of Parent / Guardian: _____

Parent/Guardian Signature: _____

Name of Student: _____

Student Signature: _____

Grade: _____ Date: _____

Failure to complete this form does not mean that students, parents or guardians are exempt from complete compliance with all NAC policies governing student academic performances and behavior. Any violation of Academic, Attendance, Behavior, or Honor Code policies will be subject to the appropriate disciplinary consequences, up to an including removable from Narmer American College.

ATTENDANCE WARNING LETTER

Date: _____

To the Parent(s)/Guardian(s) of: _____

Our records indicate that your child has accumulated an excessive number of unexcused absences. Regular attendance is absolutely necessary in order for your child to progress in his/her academic studies and graduate from NAC. Per NAC's Attendance Policy, students are required to attend school regularly, and it is the responsibility of the parents and guardian to ensure this.

Please be advised that:

Article (5) of the Egyptian ministerial decree:

- 1- If a student's Absence exceeds fifteen consecutive days or thirty intermittent, his/her case is presented to the school administration.
- 2- If Absences have been for medical reasons, emergency or injury, the school issues an official excuse and the student is allowed to resume his/her classes and take his/her final exams. If documents were not presented to validate that or they were inadequate, the student is suspended from school.
- 3- The school will send an official warning letter to any student who has excessive absences.
- 4- A student who does not meet the required 85% of attendance is not allowed to take the final exams.

A student's inability to meet the school attendance expectations will put the student at risk of either:

a) Repeating the course

OR

b) Repeating the grade level

School Principal

Associate Principal

Parent's/Guardian's Signature

Please sign and return to school.

STUDENT-PARENT AGREEMENT REGARDING THE USE OF TECHNOLOGY AT NAC

I, _____, accept and agree to abide by the Narmer American College Technology Use Policy that is listed in the Middle School Student Handbook.
(Print first, middle and last name)

I understand and agree that the primary purpose of the Narmer American College technology resources is education and that education purposes shall have priority over all others.

I understand that the use of NAC technology resources is a **PRIVILEGE**, not a **RIGHT**. I accept that inappropriate, immoral or illegal behavior involving the use of technology may lead to serious consequences and disciplinary action including the loss of all access to NAC computers and possible suspension and/or expulsion from Narmer American College.

I acknowledge that Narmer American College reserves the right, at any time, to examine any communication using the school's technology resources used to transfer or transmit any inappropriate material about any faculty, staff member or other students associated with Narmer American College.

I acknowledge that Narmer American College reserves the right, at any time, to examine any of my electronic devices and social media accounts of my child without my consent.

I release Narmer American College and all other organizations related to NAC from any liability or damages that may result from the use of the NAC Internet connection or accounts. In addition, I will accept full responsibility and liability for the results of my actions with regards to the inappropriate use of the Internet and my second media accounts (Facebook, Twitter, etc.)

I release NAC and its employees and related organizations from any liability for the results of my actions with regards to the use of the Internet and any social media accounts.

Print Name: _____

Signature: _____

Date: _____

As a parent, I agree that my son/daughter will uphold the stipulations of the Narmer American College Internet Contract and that any violations will result in consequences as listed in the Narmer American College Student Handbook.

Print Name: _____

Signature: _____

Date: _____

CELL PHONE CONTRACT

Dear Parent/Guardian:

Your son/daughter has requested permission to have a cell phone at Narmer American College (NAC) for the 2024-2025 school year. In accordance with the school regulations, students must abide by the following conditions:

- Cell phones are turned off during the instructional day (8:00 a.m. – 3:00 p.m.).
- Cell phones are not shared with other students.
- Cell phones may be used **only** after 3:00 p.m.
- Cell phones are not used to bully others.
- Cell phones are not used for sending threatening or mean texts to others.
- Cell phones are not used for taking photos of school friends on school premises or school bus.
- Narmer American College reserves the right, at any time, to examine the child's cell phone without my consent.

Failure to agree to these conditions will result in any/all of the following:

First Offense: confiscation of the cell phone for ONE day. The phone will be returned to student the following school day. Parents will be notified.

Second Offense: confiscation of the cell phone for THREE days. Parents will be notified

Third Offense: confiscation of the cell phone for ONE week. Only a parent may pick-up the student's cell phone.

Fourth Offense Administration will not return the cell phone until the end of the year.

Please note: NAC is not responsible for the loss, damage or theft of cell phones. School staff may not investigate the loss, damage or theft of a cell phone.

Student Name

Grade

Student Signature

Mobile Number

Parent/Guardian Name

Date of Request

Parent/Guardian Signature

NAC STATEMENT OF RESPECT

Narmer American College believes that essential to a child's character is instilling in them a sense of respect for themselves, for the significant adults in their lives: adult family members, teachers, and other adults with whom they may have contact each day. Children must develop a respect for their country which plays an important role in becoming a good and productive citizen and taking pride in being an Egyptian.

For these reasons, Narmer American College insists that students display respect in words, actions, and appearance.

The spirit of Narmer American College cannot be defined with fixed parameters. NAC expects students, parents, guardians, and family members to be respectful and respect others and to comply with the spirit of Narmer American College.

Student Name

Grade

Parent/Guardian Name

Student Signature

Parent/Guardian Signature

Date

Date

STUDENT EMERGENCY MEDICAL INFORMATION

Student's Name: _____

Birth Date (month/day/year): _____

Grade: _____

Bus #: _____

Complete Address: _____

Home Telephone: _____

Father's contact number: _____

Mother's contact number: _____

Name & contact number of a person to contact in case of emergency (other than parents)

اسم ورقم تليفون الشخص الذي تريد أن نتصل به في أي حالة طارئة لأبنك / ابنتك

1- Is your son/daughter allergic to any drug, food or any other substance? Please mention.

هل يعاني أبنك / بنتك من أي نوع من الحساسية لأي نوع من الأدوية أو الطعام؟

2- Has your son/daughter suffered from any serious illness before?

هل يعاني ابنك / ابنتك من أي مرض مزمن أو أي مرض له خطورة طبية؟

3- Is your son/daughter on any current treatment or medication for any reason? Please mention.

هل ابنك / ابنتك يأخذ أدوية باستمرار لمرض معين؟

4- Does your son/daughter suffer from any chronic disease?

1- Juvenile diabetes,

2- Bronchial asthma,

3- Favism,

4- Blood disease, bleeding tendency, congenital or acquired heart disease,

5- Kidney or liver problems ... etc.?

هل يعاني ابنك / ابنتك أي من الأمراض الآتية مع ذكر الأدوية؟

1. مرض سكر الدم.

2. حساسية الصدر.

3. أنيميا الفول.

4. أي أمراض دم.

5. أمراض في الكبد أو الكلى.

* What are the drugs taken?

- * Are there any precautions to be taken at school?
- * Are there any contraindicated drugs that we should know about?

* ما هي الادوية التي يتناولها الطالب/الطالبة؟
 * هل هناك أي احتياطات يجب اتخاذها في المدرسة؟
 * هل هناك أي أدوية موانع يجب أن نعرف عنها؟

5- Had your son/daughter been subjected to any operations in the past? When? Why?
 هل تعرض الطالب / الطالبة لأي عملية جراحية؟

6- Does your son/daughter have any health problems that prevent him/her from participating in sports?
 هل يعاني ابنك / ابنتك من أي حالة صحية تمنعه من الاشتراك في الألعاب الرياضية؟

7- In case of injury or emergency, if the parents cannot be reached, NAC has the parent's permission to transfer the child to the nearest hospital which is the Air Force Hospital.
 في حالة أي حالة طارئة ولم نستطع الوصول إليكم هل لنا الحق في نقل ابنك أو ابنتك الى أقرب مستشفى وهي المستشفى الجوي التخصصي.

Yes
 No

8- Immunization History. Please mark the vaccinations taken:

<input type="checkbox"/>	(BCG) Tuberculosis	الأمصال والتطعيمات التي أخذها الطالب / الطالبة : مصل الدرن
<input type="checkbox"/>	Hepatitis (A) or (B)	كبدية أ أو ب
<input type="checkbox"/>	(DPT) Diphtheria/Pertussis (whooping cough) / Tetanus	مصل الثلاثي
<input type="checkbox"/>	Meningitis	حمى شوكية
<input type="checkbox"/>	Vaccines not listed	أي أمصال اخرى
<input type="checkbox"/>	Polio	شلل الأطفال
<input type="checkbox"/>	Measles / Mumps / Rubella (German measles)	مصل الحصبة والغدة النكافية

9- Any additional information or comments?

Father's Signature

Mother's Signature

Date