



# High School Parent-Student Handbook 2016-2017

## CAS Statement of Mission

Casablanca American School provides a challenging and innovative international program within a nurturing environment, motivating and inspiring every student to achieve academic and personal excellence.

## CAS Statement of Vision

Casablanca American School strives to be the leading institution in the region for developing successful global citizens.

### **Casablanca American School**

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**[STUDENT HANDBOOK](#)**

## Regarding Handbooks

Please note that the information you need as a parent or student at Casablanca American School are contained in the Student Handbook. The high school Student Handbook is divided into three handbooks. These are:

*High School Parent-Student Handbook 2016-2017*

*High School Rules and Expectations Handbook 2016-2017*

*High School Assessment and Learning Policy Handbook 2016-2017*

All handbooks are available for download on Google Drive and Schoology. Updates may happen throughout the school year. In the case of updates to a handbook, parents and students will be notified by email.

Parents and students are asked to take note of the follow section of the terms and agreements agreed upon between the parent and school:

### ***Compliance with rules & regulations***

The Student, and where applicable, the Parents, shall abide by the rules and regulations as set forth in the Handbook, which may be amended by the School periodically, and such other rules as may be promulgated by the School from time to time. The Parents will ensure the Handbook has been read and reviewed with the Student. The Parents further acknowledge that any violation of the School's policies, rules, and regulations may lead to dismissal of the Student, without the refund or reduction of any of the financial obligations owing to the School. The Parents expressly understand and agree, on their own behalf and on behalf of the Student that the decision of the Head of School in regard to any disciplinary matter shall be final, absolute, and determinative in all cases, and expressly and completely waives any and all right to contest such decision for any reason and in any forum whatsoever.

### ***Parental commitment to learning process***

A positive and constructive working relationship between the School and the Parents is essential to the fulfilment of the School's educational purpose. It is important for this relationship to work that at least one parent is required to attend teacher conferences, and to follow their child's progress on Edline. It is also expected of Parents to be active members of the CAS Association, which requires attendance to General Assemblies (one parent may attend and bring a proxy to vote for the other Parent). It is expected that at least one parent speaks English to ensure their child's potential to succeed at CAS. By signing this agreement, parents agree to enter a partnership with CAS to educate their child, to respect all rules and regulations of the school, and to act in the best interest of the community.



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## **PART I:**

### **The Casablanca American School**

#### **CONDITIONS GENERALES 2014-2015**

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##### **Intégralité des conditions générales**

## **Part A**

### **Introduction**

#### *History of the School*

The Casablanca American School was established in 1973 as a kindergarten to grade 8 school by the Goodyear Corporation in cooperation with the Consulate General of the United States of America in Casablanca. In 1984, the school expanded to include Grades 9 through 12. Originally housed in Place Bel Air near Boulevard Moulay Youssef, the school moved to a three-story villa on Rue Bartholdi near the original Romandie complex. In 1986, an additional site was acquired to temporarily house the growing upper school, grades 7 through 12. The two separate locations were meant as an interim solution until a new facility could be found. Thanks to the hard work and generosity of the CAS Board of Directors, committees, families, faculty, and administration, and the assistance of the USA Embassy and Consul General and many Moroccan officials, we were able to plan and build, in record time, our impressive nursery through grade 12 campus in Californie on land generously donated by a CAS family. In June 2002, CAS inaugurated a new building to house classrooms for grades pre-first through 5 as well as a 350-seat auditorium and a lower school library, art studio, computer lab, and science lab.

As an independent, co-educational day school offering an American-style university preparatory education and the International Baccalaureate Diploma Program (Grades 11-12), the Casablanca American School continues to serve the American government and multinational communities in Morocco as well as host country citizens desiring an American



education. The school is a member of the Mediterranean Association of Independent Schools (MAIS) and the European Council of International Schools (ECIS), as well as a United States Department of State affiliated school accredited by the New England Association of Schools and Colleges (NEASC).

## CAS Philosophy

The Casablanca American School was founded to accommodate the need for an American education in Casablanca. The philosophy statement lays the foundations of the school's educational philosophy: our fundamental principles and our goals. Practical application of this philosophy is given in the Statement of Objectives.

### *Values*

Casablanca American School shall teach and practice democratic values. We understand democratic values to include all those rights, duties, and responsibilities that maximize active participation in the school and in the community.

In accordance with the highest ideals of the democratic and pluralistic society that it represents, Casablanca American School shall encourage, in every possible way, tolerance and understanding among people. Pluralism and tolerance are essential principles of participation in the school and in the community.

The basis of a democratic education is knowledge arrived at through wide reading, critical thinking, and free and open discussions. Therefore, the school shall encourage its students to freely and openly study and discuss differing religions, societies, cultures, and political systems, with the goal of understanding and respecting the various views of each.

However, no teacher, student, or parent shall be allowed to attempt to indoctrinate or proselytize on behalf of his or her particular belief system. The guiding principle shall be the respect for every person's right to think freely, decide for him or herself, and hold to his or her belief without fear of ridicule or discrimination of any kind.

All members of the school community shall encourage those standards of conduct that are universally reflected in such virtues as honesty, justice, compassion and respect for others.

This means that all members must take responsibility for their actions and promote the peaceful resolution of misunderstandings, disagreements, and disputes.

### *Cultural Awareness*

The Casablanca American School recognizes the richness of the world's racial, ethnic, and religious diversity. It shall be receptive to learning about and appreciating American cultures and all other cultures and their interrelatedness. While reflecting American educational values, the school must fully involve itself in the environment of Morocco. It shall enhance awareness of Moroccan culture and subcultures among our community and maintain lines of communication between the school and Moroccan people and officials.

### *Curriculum*

The educational process at Casablanca American School shall at every level represent an active expansion of experience. The educational aim shall be to develop and, thus, to instill a life-long love for learning and the ability to actively and successfully face the challenges of an ever-changing global society.

### *Language*

English is the language of instruction, and the school will make every effort to develop the students' interpersonal and academic proficiency in English while encouraging development of their first-language skills as well. Students and employees should use English at all times in school.

The school believes that, through immersion in core and specialist classes, English-as-a-Second-Language instruction, and attention to individual needs, a limited-English-proficient student who demonstrates academic success in their first language can attain adequate English proficiency to participate in and succeed at CAS.

Furthermore, the school is committed to the belief that first-language development is essential to a student's overall academic success. For this reason, Arabic and French classes are offered for first-language speakers of those languages as well as for other students. For first-language speakers of other languages, the school encourages parents to continue to develop and pursue literacy skills of their children at home.

In pursuit of the school's commitment to cultural diversity and awareness of Morocco, CAS shall offer cultural components in our programs in Arabic and French. Recognizing the benefits of the full participation in the life of the school, parents are also encouraged to develop their own English language skills while nurturing their child(ren)'s first language(s).

We have a responsibility and a dream: to give our children the best education possible. Following this philosophy, we can both meet our responsibility and fulfill our dream. All stakeholders must collaborate and cooperate to make it a reality.

Each student shall be given equal opportunity to participate and contribute in the life of the school. All students shall be expected to fully develop their talents and personalities, and their efforts shall be respected and honored. In turn, they must respect and honor those of others.

The Casablanca America School is a university preparatory school. By insisting on excellence in its teachers and educational leaders, the school shall provide a challenging academic environment that stimulates learning. It shall stress the acquisition of both knowledge and understanding, including the mastery of skills associated with independent inquiry, critical thinking, and problem-solving, both individually and in groups. Emphasizing the interrelatedness of the various disciplines, the core curriculum shall be a sequential, set course of study, which shall be followed by all students.

The school is committed to helping every student succeed. The school believes that high expectations and attention to individual needs will result in higher student achievement and has faith that, with few exceptions, its students can succeed in our rigorous program. This demands a collaborative effort by serious students, involved parents, and devoted teachers and leaders.

## CAS Principles and Practices

To implement its philosophy and mission, the School will strive to adhere to the following principles and practices.

### *Values*

- The decision-making process at CAS will, whenever feasible and appropriate, involve active consultation and cooperation among the board of directors, administrators, teachers, parents, students, and members of the community.
- The election of board members will be carried out democratically, with the encouragement of full and active participation of all members of the association.
- Teachers and administrators will take leadership roles in developing democratic skills and values and providing opportunities for their exercise.
- In the classroom, students will participate in democratic decision making.
- Students will plan and carry out extracurricular activities.
- Students will practice democracy through regular meetings of popularly elected student councils (lower School, middle school and high school).
- Opportunities to discuss current events and issues of public interest will be provided regularly in all social studies classes.

- In the middle and high School, a student-teacher disciplinary committee may be organized to uphold the code of conduct, judge offenses by students, and determine appropriate consequences.
- Middle/lower school students, under the direction of teachers, may be involved in upholding the code of conduct and in determining appropriate consequences for failure to do so.
- All members of the CAS community must model the school's standards of conduct.

### *Cultural Awareness*

- The teachers and administrators will choose textbooks and other materials that reflect the diversity of American culture and the wide variety of world cultures that stress an understanding and appreciation of cultural differences.
- Students and teachers will celebrate the rich diversity of world cultures through various representative events.
- Appreciation of Moroccan and American cultures will be enhanced through the study and observance of Moroccan and American holidays.
- Educational and cultural exchanges as well as athletic events will be arranged with Moroccan and other schools and institutions.
- Moroccan history and culture will be integrated throughout the curriculum.
- Field trips will be arranged to study traditions, customs, and environment as they relate to the history and culture of Morocco.
- The school will offer orientation in Moroccan history, culture, and language to new non-Moroccan staff and in U.S. history, culture, and language to new non-U.S. staff.

### *Curriculum*

- The curriculum will be designed to develop and explore the creative, intellectual, social, ethical, physical, emotional, and artistic capacities of the child.
- The curriculum will encourage active participation in the learning process.
- The curriculum will encourage cooperative as well as independent learning.
- The curriculum will illustrate relationships between what is learned and the practical applications to life in a dynamic world.
- The curriculum will assist students in developing logical thinking skills.
- The curriculum will assist students in developing skills for finding and using information to solve problems.
- The curriculum will assist students in developing the critical communication skills of reading, listening, speaking, and writing.
- The curriculum will be coordinated so as to demonstrate the interrelatedness of disciplines and the numerous approaches to any problem.

- The core curriculum will consist of natural, physical, social, and informational sciences, humanities, fine arts, mathematics, language, and physical education.
- The curriculum will address issues relating to health and the natural environment.
- The curriculum will address contemporary issues.
- The school will provide an environment which challenges and stimulates the creative spirit of students and staff.
- The school will develop and maintain criteria to assess mastery of basic skills at every level.
- The school will provide a wide range of extracurricular activities.
- The school will endeavor to meet individual needs within the limitations imposed upon its financial, human, and material resources.
- The faculty and administrators will actively pursue professional development, keeping up with the latest advances in pedagogy, methodology, and content.

### **Language**

- The school will maintain the highest possible level of English proficiency at all grade levels. English will be spoken by all students, teachers, administrators, and support staff at all times while engaged in official school business.
- The school will provide English-as-a-second-language instruction for the students with limited or no English proficiency.
- French and Arabic classes will be offered beginning in grade 2.
- The aims of the second and foreign language programs will be linguistic, cultural, and academic.

*To ensure continuity in the school's programs and direction, the Statement of Philosophy and School Mission and Statement of Objectives shall not be changed except upon resolution presented by the board and approved by the association according to the procedures outlined in the by-laws.*

## **International Mindedness at CAS**

### ***What is international-mindedness?***

International-mindedness is more of a way of thinking than a matter of demographics. It is marked by active knowledge-seeking and cultural understanding among all members of a community so that different views and perspectives are accepted and appreciated. International-mindedness is the recognition that diversity enriches and strengthens us, as individuals and as a community. International-mindedness is a strong connection, concern and sense of moral responsibility for the world community and the

environment. It is working together and standing united, adopting the viewpoint of “Us” rather than “Us vs. Them.”

***What characteristics do internationally-minded individuals possess?***

Internationally minded individuals are knowledgeable, open minded, caring and reflective.

They respect differences and see people as individuals and NOT stereotypes. They

“understand that other people, with their differences, can also be right”

(IBO, <http://www.ibo.org/about-the-ib/mission>). They demonstrate an appreciation for the value and complexity of all languages. They feel empathy and compassion for members of local, regional and global communities. They have a strong sense of fairness and justice and are disposed to act and serve.

## Part B Academics

### Promotion

#### *High School Promotion*

##### Grades 9 - 10

Casablanca American School is a university preparatory school using the International Baccalaureate Diploma Program in grades 11 and 12. Therefore, it is imperative that students meet the minimum standards in pre-IB coursework so that they are prepared for success in the challenging IB curriculum. Students in Grades 9 - 10 who do not meet the minimum academic standards in a course will usually be required to repeat the course over the summer by enrolling in an approved summer school course or through summer tutoring. Students who choose summer tutoring will be required to write an entrance test prior to being enrolled in a course that was failed the previous year. Information concerning these courses is available through the college counseling office. Students who fail to meet the minimum academic standards in two or more courses will be dealt with on a case-by-case basis. Possible outcomes could be repeating an entire grade or being withdrawn from CAS.

Students who fail to meet the minimum academic standards in two or more courses for the second year will face withdrawal from CAS under the advisement of the director.

Occasionally, students may be retained or withdrawn in the high school if issues that include academic or emotional maturity are influencing the achievement of the child.

#### *CAS American High School Diploma*

Students who successfully pass all courses in Grades 9 – 12 will receive an **American High School Diploma** from CAS. Students must earn a 3 in all Grade 12 courses in order to have passed all courses. **IB Diploma** requirements include successfully writing the IB Extended Essay and Theory of Knowledge Essay and completing IB CAS hours.

Because CAS is accredited by the New England Association of Schools and Colleges (NEASC), this diploma is recognized throughout the world as having successfully completed a specified curriculum and maybe used either in conjunction with the IB Diploma or by itself in the college admission process

#### *Promotion in the International Baccalaureate Diploma Program*

If a student in grade 11 receives a 2 or lower in one or more courses in Trimester II, a letter followed by a conference indicating that the student is not meeting the minimum standards to qualify for a diploma will be sent to the parents. If a student in grade 11 receives a 2 or lower in Trimester III, the student will become a certificate candidate.

The following criteria summarize the requirements needed for the IB Diploma, IB Certificate, and Casablanca American School Diploma.

<b>Diploma Type</b>	<b>IB Diploma</b>	<b>IB Certificate/CAS Diploma</b>	<b>Casablanca American School Diploma</b>
<i>Subject Requirements</i>	Must fulfill the 6 subject groups requirement: 3 HL courses 3 SL course	Must fulfill the 6 subject groups requirement: Any combination of HL, SL, or high school courses	Must fulfill the 6 subject groups requirement: Any combination of high school courses
<i>Mark/Grade Requirement</i>	General rules for IB: Must earn a total of 24 points with 12 points from the HL classes and no 2 are allowed. Please see IB guidelines for more information.	Must be at a 4 to register and sit for the IB May Subject Examinations (student may sit for one or more IB subject examinations if they meet this requirement) Must have a passing grade of 3 in all subjects	Must have an overall passing grade of 3 by third trimester of senior year for all subjects
<i>Core Requirements</i>	Pass TOK Pass Extended Essay Complete CAS (Creativity, Action, and Service)		

Final decisions regarding promotion will be made by the Director in consultation with the High School Principal.



## Awards

### *High School Awards & Honors*

Two awards presentations take place at the end of the year: during the **Grade 12 Graduation Ceremony**, and on the last day of school at an awards assembly. These are the only times formal awards are presented during the year. Informal awards may be given at the principal's discretion at the end of Trimester I and II to reward work habits and dispositions.

*The recipients of the following five awards are identified by the Registry:*

The **Renaissance Award** honors the student who has a well-rounded body of knowledge as demonstrated in Grades 9-12 by having displayed mastery of our rigorous high academic standards of '5's' and above in all subjects in all three trimesters and no non-academic grade of 1 in any trimester.

The **Cobra Scholar Award** honors the student who has a well-rounded body of knowledge as demonstrated in grades 6-10 by having displayed mastery of our rigorous high academic standards of '5's' and above in all subjects with a maximum of one '4' in each trimesters and no non-academic grade of 1 in Trimester III.

The **President's Award for Educational Excellence**, presented to one or more grade 12 graduates during the **Graduation Ceremony**, is sponsored by the U.S. Department of Education. Eligibility for the award is based on academic success and results on standardized achievement tests. Further information on the award is available through the principal.

The **President's Award for Educational Achievement**, presented to eligible grade 12 graduates during the **Graduation Ceremony**, is sponsored by the U.S. Department of Education. The purpose of this award is to recognize students who show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria for the **President's Award for Educational Excellence**. Further information on this award is available through the Principal. (It is exceptional that this award is given.)

The **Citizenship Award** is presented to grade 9-12. To eligible for this award, students must achieve a 3 or above on all non-academic assessment criteria in a trimester and have no unexcused absences.

The **Outstanding Commitment to Learning Award** is an award that honors the students who exhibit exceptionally high commitment to learning. These students are self-motivated

people who consistently produce work that matches their potential. This award is given to students who achieve all 4's in non-academic.

*The recipients of the following award is identified by individual teachers and agreed upon by the high school team. Nominations must be completed by teachers before the team gathers to discuss candidates.*

A **Senior Citizenship Award** is given to one student from grade 12. Nominations for this award may be made by any HS teacher. The recipient should: be a positive force in creating a healthy learning atmosphere; show respect for adults, peers, and school property; share easily with others; be helpful inside and outside the classroom, and be a good role model for other Casablanca American School students.

*The recipients of the following three awards are identified by individual teachers and agreed upon by the entire high school faculty. Written nominations must be completed before the group gathers to discuss candidates.*

The **Creativity Award** is given to students who work creatively in any or all of the various disciplines, not only in the fine arts. To be creative, one must be active, not passive, and it is this active engagement in work, along with an unusual talent to think imaginatively, that marks the creative student.

While more than one creativity award can be presented, this award should only go to students who excel in this area.

The **ECIS Award for International Understanding** is an award presented by the European Council of International Schools. To qualify for this award, a student must be a good representative of his/her own country, with a positive attitude towards the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding.

The **Faculty Award** is given for things which cannot be so easily measured: adding to the positive spirit at school, developing an atmosphere of trust and compassion in human relations, improving the moral climate of the community, adding cheer despite pressure and stress, showing respect for human dignity and setting a good example to us all without drawing attention to oneself.

The **American Citizenship Award** has no specific criteria. Principals bestow the award on students who: participate in school and/or community service; show a positive attitude toward classmates, school, and community; display an understanding and appreciation of

civic responsibility; possess strength of character and the courage to do what is right; promote citizenship with their school or community through other activities

*The recipients of the following award are identified by individual coaches and agreed upon by the entire coaching staff. Confirmation by the Middle and High School faculty must follow.*

The **Student-Athlete Awards** are given to the outstanding male and female athletes in the middle and high school. The recipients of these awards must have participated in the school's athletic program throughout the current school year while maintaining satisfactory academic achievement. In addition to these requirements, the recipients must display the following characteristics: leadership both on and off the court, good sportsmanship, a positive attitude, and willingness to contribute to the CAS sports and academic program. *The recipient of the following award is identified by the science and math faculty.*

The **Rensselaer Medal**: The Medal was first presented in 1916 with two purposes: to recognize the superlative academic achievement of young men and women and to motivate students toward careers in science, engineering, and technology. This \$15,000 per year merit scholarship is guaranteed for four years (five years for the B. Arch program) for each medalist who is accepted and chooses to enroll at Rensselaer. This is awarded to a junior who has distinguished herself in mathematics and science.

The following award is given in recognition of Mrs. Anne Osman's support for the Arts at Casablanca American School. It is the:

**Anne Healy Osman Director's Award For Excellence In The Performing Or Visual Arts:**

Although this award is reserved for students who display artistic talent, there is more to this award than just raw ability. The artist who receives it must distinguish him or herself according to the following criteria:

The artist must:

- demonstrate talent and technical skill;
- be passionate about his or her art;
- be self-motivated and disciplined so as to plan and complete tasks (despite frustrations and failures);
- creatively solve problems;
- be willing to take risks;
- be able to work independently and collaboratively;
- be driven to produce excellence through critical self-analysis and thinking;
- be productive, proactive, and take pride in his or her work;
- and be interactive with, and encouraging of his or her peers.

*The recipient of the following award is identified by individual students and determined by the Middle and High School Student Council.*

The **High School Teacher Appreciation Award** is an award presented by the **Senior Class** to an exemplary teacher, from either the HS Faculty, who: enjoys working with students in the classroom and in activities beyond the classroom; is characterized by a positive attitude,

showing initiative and leadership, while offering concern and compassion to students and fellow staff members; is respectful of rules and encourages others to respect them as well; demonstrates knowledge and understanding of other cultures, in so doing fostering thoughtful, considerate relationships among the members of the CAS community.

## Selection Criteria & Membership in National Honor Society

The NHS chapter establishes rules for membership that are based upon a student's outstanding performance in the areas of scholarship, service, leadership, and character. These five criteria for selection form the foundation upon which the organization and its activities are built. For information about full requirements, please contact the chapter supervisor.

**Scholarship:** Students who have a cumulative grade point average of 6, with not more than 2 grades below 5. These students are then eligible for consideration on the basis of service, leadership, and character.

**Service:** This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

**Leadership:** Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activity while working with or for others.

**Character:** The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern and respect for others and generally maintains a good and clean lifestyle.

## School Supplies

### Textbooks

Students in grade 9 and 10 are supplied with textbooks or e-books in which they can borrow for the academic year. Students are responsible for the care of the book and replacement cost if damaged or lost.

In the case where students need to obtain a book in which they need to write in, or an E-book in which they need access to personalized online features, students will be responsible for procuring the book at their own cost.

Students in grade 11 and 12 are enrolled in two-year IB programs, and will need to keep these books for the duration of their program and take notes in them. Students are therefore responsible for purchasing their textbooks for each course. Paper books will be available through the principal's office, whereas E-books will need to be purchased online by the student.

Please note that textbooks are not covered by IB costs.

### *Other Supplies*

Students should follow their subject teachers' instructions with regard to purchase of notebooks, pens, pencils and other supplementary supplies. High school teachers indicate materials to be purchased by students at the beginning of the program.

## **Part C Curriculum at CAS**

### **CAS Standards and Benchmarks**

**Standards and Benchmarks** are the foundation of the curriculum at CAS. They outline what students should know and be able to do in each subject at the end of every year.

### *CAS Trans-disciplinary Skills*

Trans-disciplinary skills are skills that transcend subject areas. These are life skills that are employed in a variety of situations, both in and out of the classroom. They are intentionally taught and practiced in a variety of subject areas, with all teachers using the same rubric for feedback at each grade level. This ensures that students receive consistent feedback in a variety of situations.

The CAS trans-disciplinary skills are as follows:

- Researching
- Public speaking
- Critical thinking
- Using technology
- Working in a team
- Writing for a variety of purposes

## **CAS Dispositions**

Dispositions are behavior traits that CAS aims to foster in all students. They are what we want students to be like both in and out of school. Each disposition is intentionally taught to students and frequent feedback is given through conversations and the use of adopted rubrics. These illustrate the behaviors one needs to exhibit in order to successfully demonstrate mastery.

The CAS Dispositions are as follows:

- Creative
- Community minded
- Enthusiastic for learning
- Ethical
- Reflective
- Respectful
- Responsible

## **IB Diploma Program**

All students in Grades 11 and 12 take courses designed for the International Baccalaureate Diploma Program. Students may be full diploma candidates or certificate candidates, depending on their chosen courses. All students who successfully complete 12th grade receive a CAS diploma. Those who receive a sufficient number of points on IB exams and complete supplemental requirements also receive an IB Diploma.

IB Diploma candidates undertake in the 11<sup>th</sup> grade and complete in the 12<sup>th</sup> grade an IB Extended Essay. Grade 12 students not pursuing an IBDP diploma must complete an Extended Essay that will be graded internally. Diploma candidates must complete 50 hours each in creativity, action, and service (150 total). Non-diploma candidates must complete a minimum of 50 hours in community service.

More detailed information on the International Baccalaureate Diploma Program is available through the IB Diploma Coordinator.

## **Part D Assessment**

### **Grading**

Student work in **Grades 9 - 10** is assessed with the following mark system:

Scale	IB Descriptor	CAS Descriptors
7	Excellent	Extraordinary mastery/understanding
6	Very Good	Proficient
5	Good	Approaching Proficiency
4	Satisfactory	Meets Expectations
3	Mediocre	Approaching expectations
2	Poor	Does not meet expectations
1	Very Poor	Unsatisfactory achievement

In grades 11 and 12, all major assessments and coursework are graded according to subject specific assessment guidelines as prescribed by the International Baccalaureate.

## Examinations

Grades 9-11 students sit for examinations in June. End-of-year exams may include material from trimesters 1, 2, and 3.

All students in grade 12 sit for mock IB exams according to IB guidelines. A Gr 12 IB study week will take place in the weeks preceding the exam. Final IB exams are held in May.

Grade 11 students who sit for IB exams are excused from school the morning of an exam. If their exam is in the morning, students are expected to attend classes following the exam.

## Standardized Testing

### *Measure of Academic Progress (MAP)*

The Northwest Evaluation Association (NWEA) provides products and services to measure and promote academic student growth and school improvement. One of these products is Measures of Academic Progress (MAP). MAP tests are standards-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. MAP tests provide highly accurate results that can be used to:

- Identify the skills and concepts individual students have learned.
- Diagnose instructional needs.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and district levels.
- Place new students into appropriate instructional programs.

The assessment itself is unique in that it adapts to the student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, the results educators receive have practical application to teaching and learning. (NWEA website: [www.nwea.org](http://www.nwea.org))

All students in Grades 2 – 10 sit for MAP testing twice a year: at the beginning and the end of the school year.

### **College/University Entrance Testing**

Almost all colleges request some sort of outside testing for admissions and/or advanced standing. The tests generally taken by students at CAS are the SATs, Test of English as a Foreign Language (TOEFL), and/or the International Baccalaureate (IB).

Students register through the Registry for SAT and TOEFL examinations required for admission to United States and some international colleges and universities. The IB Coordinator will sign up students to take the IB Exams. More information is available in the **College Counseling Handbook** (handed out to juniors in the fall of their junior year) or on line on the **CAS College Counseling Website**. Additional reminders and information are printed in *What's UP* and posted around school.

For colleges in the United States, the SAT, TOEFL, and/or ACT are the most common. For many international colleges or universities the TOEFL and IB are the only tests required. Many international and United States colleges will give advanced standing for specific scores on the IB. It is in your best interest to learn more about these tests and to practice.

**TOEFL (Test of English as a Foreign Language):** The TOEFL is used to evaluate the English proficiency of students whose native language is not English. All students who qualify should take the TOEFL during the spring of their junior year.

**IB Exams:** All students sit for IB Exams in order to receive an IB Diploma. These Exams are given at the end of the course work in the specific subject. These are required by most of the universities outside of the United States.

**SAT Reasoning Test:** All students should take the SAT Reasoning Test at least once. An actual SAT Reasoning Test should not be taken until the junior year, and should only be taken a total of three times. Colleges usually (there are a few exceptions) take the best score on each individual test. Students should take the PSAT (Grades 9 & 10) and practice tests in preparation for taking the actual SAT Reasoning Test.

**SAT Subject Tests:** These tests are given in specific subject areas. CAS recommends that juniors take at least two tests, usually French and Math Level I.

**ACT (American College Testing):** Almost all colleges in the United States will accept this test in lieu of the SAT Reasoning Test. This test is based upon actual knowledge the student has



gained. If taken, it should be taken only once either during the spring of the junior year or the fall of the senior year.

*Listed below is the recommended testing program for students at CAS:*

Grade 9:	PSAT	Fall
Grade 10:	PSAT	Fall
Grade 11:	SAT Reasoning	January or March
	ACT	April (if desired)
	SAT Reasoning	May
	TOEFL	May
	SAT Subject Tests	June
Grade 12:	SAT Reasoning	October, November and/or December
	ACT	October (if not taken in April Junior year)

## **Part E Student Services and Programs**

### **Language, Literacy & Learning Department**

The members of this Department serve students with a variety of educational needs. The Department is comprised of teachers specialized in the following areas:

- English Language Learning (ELL)
- Program for Ability Centered Education (PACE)
- Talented and Gifted (TAG)
- Remedial Reading (FIT)

Services include pullout and push-in instruction, mainstreaming, in-class support, and a student-centered professional coaching program for teachers. Specific criteria for entrance and exit from the service areas are used and strictly adhered to.

### **Extra Help and Tutoring**

Teachers regularly make themselves available to students outside of class for extra help when needed. Students who are motivated and who wish to improve their performance will readily take advantage of these opportunities, either at the request of the teacher or on their own initiative. However, there may be cases when more intensive intervention is needed in order to help ensure a student's success in the classroom. MS Teachers may refer students to the Saturday Recovery Program classes. In some cases, a parent may choose to seek a tutor for the student (this service is compensated for by the parent). All such requests

for private tutoring should be forwarded to the Principal, as appropriate. Students may not be tutored in a subject by a teacher who is currently teaching them in that subject.

When a CAS employee is not available for tutoring, parents may have to contact qualified individuals outside the school, in which case it is of the utmost importance that the tutor meet with the teacher to discuss the student's strengths and weaknesses and to decide upon appropriate intervention measures. The tutor and parents must remain in regular contact with the teacher to gauge a student's progress.

## Extra-curricular Activities

### *Philosophy*

CAS believes that our extra-curricular program provides students with the opportunity for learning that is not available during the regular school day. We highly encourage students to participate responsibly while maintaining a strong commitment to their academic program.

CAS's secondary extracurricular program enables students to explore areas of interest, develop leadership, and enhance character. Extracurricular activities are an excellent complement to the learning that occurs during the school day and help in the creation of well-rounded citizens.

Student participation in extracurricular activities is a privilege, not a right. This privilege carries with it responsibilities to the activity, to the student body, to the school, and to the community. When students are participating in activities, they are representatives of the school and are expected to behave in a way that reflects positively on the CAS community. Students in extracurricular activities are expected to adhere to all the expectations outlined in the HS Parent/Student handbook, though many extracurricular activities have additional rules and regulations. Students in extracurricular activities are expected to strive to meet or exceed this higher level of expectation.

Adapted from the American International School of Abuja "Secondary Extracurricular Activities Handbook"

### *Extracurricular Activities Load*

Extracurricular activities are offered for our students by teachers and community members. Due to the demands of our academic program, we recommend that students limit their participation in extracurricular activities to a number that allow continued success in the academic program. Students who join an extracurricular activity are expected to have regular attendance and to participate fully in the activity. Students with poor attendance or who demonstrate lack of commitment in an extra-curricular activity may be asked to withdraw from the activity. They may also not be allowed to join future extracurricular activities. Students are expected to follow the behavior

expectations that apply to the school day when they participate in extracurricular activities. The sponsor of the extracurricular activity has the final authority and the right to ask a student not to continue attending if there are violations of behavior expectations. If a student is absent from school during the day, s/he may not participate in any afterschool activities or athletics, including practices, games, tournaments, rehearsals, or productions.

Adapted from the American International School of Abuja “Secondary Extracurricular Activities Handbook”

The CAS Activities Program is coordinated by the activities coordinator and the athletics director. All questions about activities should be directed toward them.

Middle School/High School standing activities:

- Student Council (year long)
- Interscholastic Athletics (seasonal)
- Arts Productions
- Yearbook (year long)
- Literary Magazine (year long)
- Model United Nations
- Seeds of Peace
- People to People
- National Junior Honor Society (MS), National Honor Society (HS) (year long)
- Talent Show (year long)

## After School Sports Activities

### *Interscholastic Athletics*

CAS offers the following sports as after-school activities:

#### *Fall*

- Grade 4/5 soccer
- HS boys and girls volleyball
- MS boys and girls basketball
- 10 to 18 year-old track and field

#### *Winter*

- LS Sports Festival
- HS boys and girls basketball
- MS boys and girls soccer
- 10 to 18 year-old badminton

#### *Spring*

- HS boys and girls soccer

- HS mixed softball
- MS mixed softball
- MS boys and girls volleyball
- 8 to 18 year-old swimming

Each sport includes competition with schools in and around Casablanca.

Each HS and mixed-age sport concludes with an invitational tournament including other schools within Morocco.

Students who intend to travel, as part of an athletic team should know that they are responsible for costs for accommodation, food and travel expenses. A supplement is added to their costs to cover the expenses of the coaches/chaperone(s).

## Afterschool Hours

***The only students permitted in the school after their dismissal time, 3:30pm at the latest, are those enrolled and engaged in a CAS-sponsored after school activity.***

All students not enrolled in a rostered CAS-sponsored school activity (Cobra Club, Athletics) must report to the division office to register presence and supervision after school and confirm expected time of departure. This will apply for all students who are . . .

- Working under the supervision of a teacher, including tutoring
- Reading or working in the Library
- Waiting for parents who are engaged in school business

If a student is found in the school, teachers are asked to bring him/her to the division office.

These procedures are to assure student safety and accountability of students on campus in case of emergency.

## IB Trips

Grade 11 and 12 students who are taking the *International Baccalaureate Diploma Program* may participate in academically related field trips outside of Morocco. The goal is to give students an international exposure and to bring their DP curriculum “alive” through the places they visit and the people they meet. The focus of the trips will vary according to the subjects being studied.

Students who do not turn in the required permission slip on time will not be allowed to participate in the field trip; instead, they will stay at school and work under the supervision

of another teacher. Parents who have concerns about their child attending field trips must contact the appropriate principal.

## **Registry**

The CAS Registry is staffed by a Registrar. The Registry is responsible for maintaining all student data and processing all reports on student academic performance and is located near the entrance to the Administration Building.

## **College Counselor**

The College Counselor works with students on all college-related matters. The office is located in Room 108 of the Randolph Building.

## **Accounting/Bookkeeping/Business**

These offices are located in the Administration Building. Personnel are responsible for receiving payments of tuition, monthly menus, school fees, etc. The Business Manager 's Office is located near the entrance to the Administration Building. Parents who have questions about any fees or payment schedules should contact the appropriate personnel.

## **Admission, Communication, and Development**

The CAS Admission, Communication, and Development Office is staffed by an Admissions Officer and an Assistant. Located in the Administration Building, they handle all aspects of admission, communication, and related developmental activities.

## **Insurance**

The school has insurance coverage which provides for reimbursement of expenses caused by accidents at school and on field trips in Casablanca. Parents will be contacted by the nurse regarding paperwork necessary for such reimbursement. Parents are reminded to keep copies of all records and receipts dealing with the injury and its treatment.

Parents of students traveling with the school outside of Casablanca and abroad should contact their private insurance carrier to discuss coverage.

## Housekeeping and Maintenance

Although CAS maintains a staff of personnel charged with keeping the school clean and in good working order, students are reminded that it is also their responsibility as members of the school community to be tidy and neat. This means, for example, throwing litter in wastebaskets, clearing trays from tables, etc. It is a great help to maids if classroom desks are cleared and ready for washing at the end of the day, and if the floor is clear of all books, trash, and personal belongings.

Students are also advised that housekeeping and maintenance personnel deserve the same level of respect accorded to members of the faculty, and that any disrespect will be dealt with according to the standard discipline procedures.

## Cafeteria

### *High School Students*

The cafeteria is open to **Middle and High School** students during the following times:

7:30 – 7:50am: breakfast pastries, fruit and juice

Scheduled lunch times: lunch

Students may not purchase food between classes, nor may they bring food or drink into classrooms (except a bottled water).

\*Students staying for after school sports/activities may purchase drinks or snacks.

Students may either bring their lunch to school or purchase it from the cafeteria. Fast food is not allowed. Lunch deliveries are not permitted. This is as a security measure, and there will be no exceptions.

Students do not have to remain in the cafeteria to eat. They are also welcome to eat at the picnic tables and fountain area.

Students are expected to clean up after themselves at lunch no matter where they eat. If cafeteria property is repeatedly left in other areas of the school, its use will be restricted to the cafeteria. Students who fail to clean up after themselves will be referred to their principal.

## Part F Communication

### *Print and Electronic*

The following are the primary means of communication used to keep members of the CAS community informed of **general CAS events**:

- The yearly academic calendar distributed in the spring or upon enrollment, lists dates that pertain to school closure times and family events.
- The monthly events calendar, distributed in the fall, restates all of the important dates listed on the yearly academic calendar, as well as all school events, both academic and social.
- The *What's Up*, CAS bi-weekly bulletin, distributed (e-mail) on Fridays, contains announcements and short articles on current school events, including modifications to previously scheduled events and dates of events not listed on the monthly calendar.
- Yearly **Association** meetings provide information on school operations, the school's financial situation, and the undertakings of sub-committees. Copies of board minutes, financial statements, and committee reports are made available to **Association** members either before the **Association** meeting or at the meeting itself. Attendance at this meeting is mandatory for all CAS faculty.
- Letters and notices giving more details about specific events are sent to parents on a regular basis through students.
- Agendas may be used by the lower, middle and high school teachers for quick communication to and from parents.
- The *CAS Parent-Student Handbook* distributed each fall contains detailed information on school programs and procedures.
- Web Site ([www.cas.ac.ma](http://www.cas.ac.ma)) is updated regularly. Its purpose is to provide information about the school, its programs, events, facilities and admissions forms and procedures.

With regard to the **academic program and student achievement**, the following means of communication are employed:

### *Schoology*

Schoology is the program CAS uses for recording and reporting grading. Schoology is to be update and posted to parents the last Friday of every month for all courses.

Schoology should not be uploaded to parents on other days, and will be used for the purpose of emailing parents as well.

### **Google Classroom**

Google Classroom is the primary way in which teachers will communicate with their students. All students are required to join the Google Classroom for their course and check it daily. Teachers are responsible for posting all homework and assessment on their classroom page in a timely manner. Parents choosing to follow their students work should be invited to join the Google Classroom.

*For informational purposes, copies of all letters concerning individual students, or any other documents sent home by faculty members should be submitted to the principal, who will forward the copies to the Registry for filing.*

### **Appointments with Faculty and Administrators**

Classroom instruction is extremely important and should never be interrupted. We, therefore, request that parents schedule appointments with school personnel in advance.

Parents who desire appointments with the Director should contact the Director's Assistant. To meet with the High School Principal or the Middle School Principal, parents should contact their respective assistants. Parents who wish to see the Lower School Principal or School Counselor/Psychologist should schedule appointments through the Lower School Assistant. Appointments with the Admissions Officer and Registrar should be made directly through their office. Appointments with the College Guidance Counselor and IB Coordinator should be made through the Assistant.

When a request for an appointment is made through the Assistant, parents may be asked the nature of their business. This is so appointments can be prioritized and faculty members and administrators can prepare in advance any information that may help make a meeting more efficient and productive.

### **Parent/Student/Teacher Conferences**

Conference days (two afternoons) for all parents/students are scheduled mid-trimester for Trimesters I and II. Conferences for students at-risk of failure will also be scheduled in Trimester III in the High School and Middle School. Teachers will fill out a Mid-Trimester III Conference Request Form for students who are experiencing academic difficulty in a course and/or are exhibiting behavior that does not support learning. Appointments with these parents will be scheduled midway through the trimester or as soon as the need is apparent. Those parents and students are required to participate in scheduled conferences, which may occur more than once. Because many of our parents prefer to speak in Arabic or French,



translation may be provided by a principal's assistant. Parents are also encouraged to bring an English-speaking family member or friend.

Lower School teachers will take time in class in the weeks before their student-led conferences to help the students prepare to present/discuss their performance/goals with their teachers and parents. Parents are required to attend these conferences as well. Staff members are required to fill out a Conference Form any time they meet with parents so that there is a record in the student's file of any concerns expressed or recommendations made. Parents may request a copy of this form.

## Parent-Teacher Association (PTA)

All parents and faculty members belong to the Parent-Teacher Association and as such are expected to actively support the PTA activities. Each school (High, Middle, and Lower) assigns a representative to attend each meeting.

The PTA seeks to enhance the overall educational program of the school by assisting with special events and supporting efforts to increase communication among parents, teachers and the school administration. Annual PTA events include: Welcome Social, Ice Cream Party, Ramadan Evening, Halloween Party, Winter Bazaar, Santa Visits, Teacher Appreciation Lunch, and the Spring Fair. The PTA raises funds which are designated for special projects each academic year.

An important program sponsored by the PTA is the Room Parent Program. PTA Room Parents are volunteers who assist with social and special events in their child's class and help organize field trips. PTA Room Parents are also actively involved in the organization of the Spring Fair. Upper School and Middle School parent volunteers are welcomed, although the nature of the program does not permit assignment to a home room class as is done in the Lower School.

A second PTA program is the Special Projects Fund. This fund is now used to subsidize transportation for class excursions and trips to a maximum amount of 3000.00 Dh/class. Other projects and activities which benefit members of the community are considered on an ad hoc basis by the PTA. These types of opportunities/needs are brought to the attention of the PTA by administration and faculty representatives to the PTA and by members of the PTA Board themselves.

## Concerns About School

Constructive criticism of the school, its programs, its services, and its employees is welcome when it is motivated by a sincere desire to improve the quality of the school and to help the school do its work more effectively. The administration, the faculty, the staff, and the Board of Directors will listen attentively and courteously to parents and students who have

concerns and will seek to respond to such concerns in a spirit of openness and willingness to improve. Parents are strongly encouraged to openly communicate with all members of the faculty and staff.

In general, concerns are best resolved at the level where they arise (e.g. between parent and teacher or student and teacher, at the classroom level). Should a parent or student feel that a problem has been discussed but has not been resolved, he/she may request a meeting with the department head or other supervising administrator (i.e., Plant Manager, Business Manager, Registrar, Principal, College Guidance Counselor). Should the problem still not be resolved to the parent's or student's satisfaction, it should be submitted to the Director who may, in exceptional cases, wish to submit a problem to the Board or to a subcommittee of the Board.

Please note that concerns about faculty members expressed to administrators will be shared in an appropriate fashion with the faculty members so that issues can be resolved in an atmosphere of mutual respect and a shared understanding that collaborative partnership is in the best interest of our students.

## Part G Library

The libraries aim to be inviting, inclusive centers of inquiry and reading for work or pleasure. Resources for class work, teacher professional needs and leisure activities are accessible in various formats including print, subscription databases and online encyclopedias.

- \* The upper school library hours are 8:00a.m.to 4:00p.m.
- \* The library operates a flex schedule to allow for collaborative planning and teaching between teacher and librarian. The librarian is available to pre-plan with teachers and to teach skills integrated with classroom learning to large and small groups and individuals.
- \* Students referred on their own to the library require a library pass from their teacher.

## Part H School Infirmary

**High School Teachers** should use their discretion in sending a student to the infirmary. A student must be given a timed, dated note from his/her teacher to visit the infirmary. When returning to class, the student **MUST** have a timed, dated note from the health care professional.

High school students may **not** visit the Infirmary at the end of a class period.

Students may go to the Infirmary during lunch or break, but may not stay longer than the lunch or break period. The child must go to class to receive a note from the teacher in order to return to the Infirmary after lunch or break.

**First aid kits** containing gloves, band aids, cotton and Betadine are located in the:

Pre-School Activity Room

PE Office

Main Reception

LS Reception

MS Principal's Office

Biology, Chemistry and Physics Lab (burn cream, anti-biotic cream included)

## PART I English:

### The Casablanca American School

## 2014-2015 TERMS & CONDITIONS

### Introduction

By paying the Tuition, the parents or the legal guardian (individually and collectively, the "**Parents**") enter into a school contract with the Casablanca American School, ADAEM-CAS (the "**School**"), and acknowledge having read and accepted without reservation, these general conditions for the 2014/2015 academic school year (as amended from time to time, the "**Terms & Conditions**") which will govern the school contract and all contractual relationships between the Parents and the School. The Parents acknowledge that the Student, and where applicable, the Parents must abide by the rules and regulations as set forth in the Student Handbook (the "**Handbook**"), which are part of, and incorporated by reference into these Terms & Conditions. Additional copies of the Handbook are available upon request. The Handbook as well as the Terms & Conditions also apply during educational or cultural trips as well as during any other school or extra-curricular activity organized by the School and in which the Students participate, in Morocco or abroad. Grade/classroom placement is determined by the School and does not constitute a part of these Terms & Conditions.

### Maintaining enrolment privileges

#### *Compliance with rules & regulations*

The Student, and where applicable, the Parents, shall abide by the rules and regulations as set forth in the Handbook, which may be amended by the School periodically, and such other rules as may be promulgated by the School from time to time. The Parents will ensure the Handbook has been read and reviewed with the Student. The Parents further acknowledge that any violation of the School's policies,

## PART I French:

### The Casablanca American School

## CONDITIONS GENERALES 2014-2015

### Introduction

Une fois les frais de scolarité payés, les Parents ou le tuteur légal (désignés individuellement et collectivement par les «**Parents**») signent un contrat scolaire avec Casablanca American School, ADAEM-CAS (l'«**Ecole**»), et reconnaissent avoir lu et accepté sans réserve les conditions générales pour l'année scolaire 2014/2015 (selon les dernières modifications des «**Conditions Générales**») qui régiront le contrat scolaire et toutes les relations contractuelles entre les Parents et l'Ecole. Les Parents reconnaissent que l'Elève, et le cas échéant, les Parents doivent respecter les règles et règlements énoncés dans le Manuel de l'Elève (le «**Manuel**»), qui font partie de et sont intégrés par renvoi dans les présentes Conditions Générales. Des exemplaires supplémentaires du Manuel sont disponibles sur demande. Le Manuel ainsi que les Conditions Générales s'appliquent également lors des voyages éducatifs ou culturels ainsi que lors de toute autre activité scolaire ou extrascolaire organisée par l'école et dans laquelle les Elèves participent, au Maroc ou à l'étranger. Le placement au niveau/classe est déterminé par l'Ecole et ne constitue pas une partie de ces Conditions Générales.

### Maintien des privilèges d'inscription

#### *Respect des règles et des règlements*

L'Elève, le cas échéant, les Parents, doivent se conformer aux règles et règlements énoncés dans le Manuel, qui peuvent être modifiés par l'Ecole périodiquement, et aux autres règles qui peuvent être ponctuellement promulguées par l'Ecole. Les Parents veilleront à ce que le Manuel soit lu et compris par l'Elève. Les Parents reconnaissent en outre que toute violation des politiques, règles et règlements de l'Ecole peut conduire

rules, and regulations may lead to dismissal of the Student, without the refund or reduction of any of the financial obligations owing to the School. The Parents expressly understand and agree, on their own behalf and on behalf of the Student that the decision of the Head of School in regard to any disciplinary matter shall be final, absolute, and determinative in all cases, and expressly and completely waives any and all right to contest such decision for any reason and in any forum whatsoever.

### *Parental commitment to learning process*

A positive and constructive working relationship between the School and the Parents is essential to the fulfilment of the School's educational purpose. It is important for this relationship to work that at least one parent is required to attend teacher conferences, and to follow their child's progress on Edline. It is also expected of Parents to be active members of the CAS Association, which requires attendance to General Assemblies (one parent may attend and bring a proxy to vote for the other Parent). It is expected that at least one parent speaks English to ensure their child's potential to succeed at CAS. By signing this agreement, parents agree to enter a partnership with CAS to educate their child, to respect all rules and regulations of the school, and to act in the best interest of the community.

## **Business office rules and regulations**

### *Contribution Schedule and Rules*

**Contributions** (the "Tuition Fees") are set out in the Contribution Schedule. The Parents agree to pay the Contribution Fees at the times and in the amounts specified in the Contribution Schedule according to the Parent's selected payment option & payment method. The contributions are issued each term and are given to the students and posted on Edline. It is the sole responsibility of the parents to pay according to the deadline set by the school. In case the parent is late in the payment, a fee of 2% will be applicable starting the first day after the deadline. The student will not be accepted to school until the payment has been made. If there is no payment by the end of the term, the student will be excluded from school.

- In case a student has to leave during the year the total amount for that term is still due.
- In case of late payment the school will require a certified check from the parents.
- If a check comes back unpaid we will prosecute

à l'exclusion de l'Elève, sans remboursement ou réduction de l'une des obligations financières dues à l'École. Les Parents comprennent et acceptent expressément, en leur propre nom et au nom de l'Elève que la décision du Directeur de l'Ecole en ce qui concerne toute question disciplinaire sera définitive, absolue et déterminante dans tous les cas, et renoncent expressément et complètement à tout droit de contestation de cette décision pour une raison quelconque et de quelque forme que ce soit.

### *Engagement parental au processus d'apprentissage*

Une relation de travail positive et constructive entre l'Ecole et les Parents est essentielle à la réalisation des objectifs éducatifs de l'Ecole. Il est important pour que cette relation fonctionne qu'au moins un Parent assiste aux conférences d'enseignants et suive le progrès de leur enfant sur Edline. Il est également attendu des Parents d'être des membres actifs de l'Association CAS, ce qui implique la participation aux Assemblées Générales (un Parent peut participer et apporter une procuration de vote pour l'autre Parent). On s'attend à ce qu'au moins l'un des Parents parle anglais afin d'assurer la réussite de leur enfant à CAS. En signant ce contrat, les parents conviennent d'un partenariat avec CAS pour l'instruction de leur enfant, le respecter de toutes règles et règlements de l'Ecole, et d'agir dans le meilleur intérêt de la communauté.

## **Règles du département administratif**

### *Calendrier des cotisations de scolarité*

Paiements (Les frais scolaires) sont établis selon un barème. Les Parents acceptent de payer les frais de scolarités dans les délais et selon les montants indiqués dans le barème et en fonction de l'option et du mode de paiement choisis. La facture est trimestrielle, remise aux Elèves et postée sur Edline. Les Parents sont responsables des paiements selon le barème. Une pénalité de 2% est appliquée immédiatement si le paiement n'est pas effectué dans le délai. L'Elève ne sera pas admis à l'école si les frais de scolarité ne sont pas payés. Si les paiements ne sont pas effectués en fin de terme, l'Elève sera expulsé de l'Ecole.

- En cas de départ de l'Elève au cours de l'année, les frais de scolarité pour le terme en cours doivent être réglés.
- L'Ecole se réserve le droit d'exiger des chèques certifiés si les paiements ne sont pas effectués à temps

according to Moroccan law.

### **Monthly payment rules**

A monthly payment plan is available upon request please make an appointment with the business manager to discuss the specific terms of the agreement.

- Monthly payment is made up of 10 equal payments
- You must have a direct deposit or set up certified checks
- If a payment is late you will not be able to participate in the program anymore
- 

### **Failure to pay**

If a parent fails to pay by the end of the term he agrees by this document that the school will pursue with any means legally available in Morocco to collect the money due.

- En cas de chèques sans provision, l'Ecole se réserve le droit de résoudre le problème par voie arbitraire selon la loi marocaine.

### **Règles pour le paiement mensuel**

L'option de paiements mensuels est possible. Veuillez contacter la Directrice Financière pour discuter de cette option.

- L'option de paiements mensuels se fait en 10 versements égaux
- Il faut établir un prélèvement automatique ou remettre des chèques certifiés
- En cas de retard de paiement, vous perdez automatiquement l'option de paiements mensuels.

### **Retard de paiement des cotisations de scolarité**

Dans le cas où les cotisations de scolarité ne sont pas réglées avant la fin du terme, le Parent accepte de par ce document le droit de l'Ecole de résoudre le problème par voie arbitraire selon la loi marocaine.

## **Entirety of Terms & Conditions**

These Terms & Conditions constitute the entire understanding of the School and the Parents with respect to the matters covered herein. No amendments or modifications to these documents shall be made except by written Agreement executed by all parties. These Terms & Conditions, and any exhibits hereto, each of which is incorporated herein, embodies the entire Terms & Conditions for enrolment with the School. There are no promises, terms, conditions, or obligations other than those contained herein. These Terms & Conditions shall supersede all previous communications, representations, or agreements, either verbal or written, between the parties with respect to the subject matter hereof.

## **Intégralité des conditions générales**

Les présentes Conditions Générales constituent l'intégralité de l'accord entre l'Ecole et les Parents en ce qui concerne les questions couvertes par les présentes. Aucun amendement ou modification à ces documents ne sera fait, sauf par accord écrit signé par toutes les parties. Ces Conditions Générales et toutes les annexes aux présentes, dont chacune est incorporée aux présentes, représentent l'ensemble des Conditions Générales pour l'inscription à l'Ecole. Il n'y a pas de promesses, conditions ou obligations autres que celles contenues dans les présentes. Les présentes Conditions Générales annulent et remplacent toutes les communications, déclarations ou ententes précédentes, verbales ou écrites, entre les parties relatives à l'objet des présentes conditions.

