



CASABLANCA AMERICAN SCHOOL



**LOWER SCHOOL
STUDENT & PARENT
HANDBOOK**

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The Casablanca American School (CAS), established in 1973, is a Nursery - Grade 12 university preparatory school which embraces an American educational system of teaching and learning. CAS is the first International Baccalaureate school in North Africa and has offered the Full IB Diploma Programme in Grades 11 and 12 since 1987.



OUR MISSION

Casablanca American School provides a university preparatory program through a rigorous American and international curriculum in a culturally diverse and open-minded learning community. We nurture the whole child, equipping students with the skills to thrive in a dynamic, globalized world, while fostering their environmental and social consciousness.



OUR VISION

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



CORE VALUES

Excellence | Integrity | Community Service | Respect | Responsibility



STUDENT PROFILE

Resilient | Communicators | Responsible | Empathetic | Global Citizens

THE CASABLANCA AMERICAN SCHOOL IS COMMITTED TO THE PROTECTION, SAFETY AND WELFARE OF OUR STUDENTS.

UPDATED: June 15, 2024





DIRECTOR'S WELCOME



Dear Students, Parents, and Members of the CAS Community,

Welcome to a new academic year at the Casablanca American School! It is with great enthusiasm that I greet all our students, parents, faculty, and staff. Our school is dedicated to fostering a nurturing and challenging environment for every learner.

At CAS, we believe in the transformative power of education. Our community is the heart of our institution, encouraging every student to explore their passions and develop into compassionate, responsible global citizens. Whether you are new or returning, we are delighted to have you with us.

To our students, embrace the opportunities ahead: be curious, resilient, and kind. Your journey at CAS is unique and full of potential. To our parents, thank you for entrusting your child's education to us. We look forward to working in partnership with you.

As we start this new academic year, let's commit to a culture of respect, integrity, and excellence. Together, we will continue to build an inspiring learning community.

Best of luck to everyone for a year of learning, growth, and success!

Mr. Brueningsen

Director
cbrueningsen@cas.ac.ma





LOWER SCHOOL PRINCIPAL'S WELCOME



Dear Lower School Parents and Students,

Welcome to the Casablanca American School! We are delighted to share information about our vibrant community with you. At the CAS Lower School, we are committed to providing a nurturing environment where students from Nursery to Grade 6 thrive academically, socially, and emotionally. Our dedicated faculty and staff focus on supporting each child's growth - encouraging creativity, critical thinking, and effective communication. We know that a strong partnership between parents and teachers is key to our students' success!

This handbook is designed to guide you through our school's programs, policies, and community events, ensuring an enriching experience for your family. Whether you are new or returning, we are so pleased that you are part of our CAS family – we look forward to a wonderful year ahead!

Ms. Beveridge

Lower School Principal

abeveridge@cas.ac.ma



General Information

Lower School Office & Reception Hours
7:45 AM – 4:00 PM

School Office Contact Details

Main Reception Phone: +212 522 79 39 39

Lower School Office Staff

Principal's Assistant: Imane Elkadiri | ielkadiri@cas.ac.ma | +212 522 79 38 75

Lower School Receptionist: Ahmed Bouftih | abouftih@cas.ac.ma | +212 522 79 38 70

Other Useful Contacts

School Psychologist: Meryem Bousfiha | mbousfiha@cas.ac.ma | +212 522 79 38 34

School Registrar: Atika Amani | aamani@cas.ac.ma | +212 522 79 39 39

Mission

We provide a university preparatory program through a rigorous American and international curriculum in a culturally diverse and open-minded learning community. We nurture the whole child, equipping students with the skills to thrive in a dynamic, globalized world, while fostering their environmental and social consciousness.

Vision

CAS will develop successful global citizens as the leading institution in the region.

Core Values

- Excellence
- Integrity
- Community
- Service
- Respect
- Responsibility

We Believe In...

- Cultivating the Mind
- Critical & Independent Thinking
- Encouraging Creativity & Curiosity
- Fostering Open-Mindedness

We Believe That...

- Embracing diversity strengthens our community.
- Striving for excellence is critical to success.
- Every person has inherent value.
- A complete education goes beyond academics.
- Integrity and honesty are essential to a safe and trusting community.
- Critical and creative thinking, rigor, and curiosity drive academic excellence.



I. THE CASABLANCA AMERICAN SCHOOL - BACKGROUND

A. 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 dedication of the Director Board President and generosity of the CAS families, the assistance of the US 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 6 as well as a 370-seat auditorium and a lower school library, art studio, music rooms, computer lab, and science lab.

As an independent, co-educational day school offering an American-style university preparatory education and the International Baccalaureate Diploma Programme (Grades 11- 12), CAS 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 International Schools (MAIS) and the European Council of International Schools (ECIS), as well as being a school under the assistance of the United States Department of State's Office of Overseas School and accredited by the New England Association of Schools and Colleges (NEASC).

B. GOVERNANCE

As stated in the by-laws, Casablanca American School is governed by a board of directors. Seven members are elected by the General Assembly of CAS ADEAM (Association for the Development of American Education in Morocco), which is composed of parents and full-time contracted faculty. One non-voting, ex officio seat on the Board is reserved for the United States Consul General or his/her appointee. The Director is also a nonvoting, ex officio member of the Board.

Subcommittees of the board - on which parents, administrators, faculty, and staff members may serve - include the following:

- Communications
- Facilities/Construction
- Finance
- Policy/Legislative
- Environmental Action



C. STATEMENT OF 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 in our fundamental principles and our goals. Practical application of this philosophy is given in the Statement of Objectives.

D. STATEMENT OF OBJECTIVES

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 involves, whenever feasible and appropriate, active consultation and cooperation among the Board of Directors, administrators, teachers, parents, students, and members of the community.
- The election of board members is carried out democratically, with the encouragement of full and active participation of all members of the association.
- Teachers and administrators take leadership roles in developing democratic skills and values and provide opportunities to exercise them with the school community.
- In the classroom, students participate in democratic decision-making.
- Students plan and carry out extracurricular activities.
- Students practice democracy through regular participation in Lower School Student Leadership.
- Opportunities to discuss current events and issues of public interest are provided regularly in all social studies classes.
- All members of the CAS community model the school's standards of conduct.

To ensure continuity in the school's programs and direction, the Statements of Philosophy and Objectives, and School Vision and Mission 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.

E. VALUES

CAS teaches and practices democratic values. We understand these values to include all 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 which it represents, CAS encourages 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 and understanding developed through wide reading, and critical thinking. The School encourages its students to freely and openly study and discuss differing religions, societies, cultures, and political systems, with the goal of understanding and respecting the widely ranging views and perspectives.

No teacher, student, or parent is allowed to attempt to indoctrinate or proselytize on behalf of their belief system. Our guiding principle is respect for every person's right to think freely, decide for him or herself, and hold to his or her beliefs without fear of ridicule or discrimination of any kind.



All members of the school community encourage those standards of conduct which are universally reflected in the virtues of honesty, justice, compassion, and respect for others. All members must take responsibility for their actions and promote the peaceful resolution of misunderstandings, disagreements, and disputes.

F. LANGUAGE

English is the language of instruction, and the School makes every effort to develop students' basic interpersonal and academic proficiency in English, while also encouraging development of their first language skills. The School believes that through immersion in core and specialist classes, English Language Learner (ELL) instruction, and attention to individual needs, a student with limited English proficiency can attain the English language skills required to participate and learn in CAS classrooms.

The School is committed to the understanding that first-language development is essential to a student's overall academic success. Accordingly, Arabic and French classes are offered for first-language speakers of those languages. For first-language speakers of other languages, the school encourages parents to support literacy skills at home.

In pursuit of the school's commitment to cultural diversity and host-country awareness, CAS offers programs in Arabic and French languages. Recognizing the benefits of the full participation in the life of the school, parents are encouraged to develop their own English language skills while nurturing their child's first language.

G. CURRICULUM

CAS is a university preparatory school. By insisting on excellence in its teachers and educational leaders, the School provides a challenging academic environment that stimulates learning. It stresses 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 various disciplines, the core curriculum is a sequential course of study followed by all students.

The educational process at CAS represents an active expansion of experience at every level. The educational aim is to develop and instill a life-long love for learning and the ability to face the challenges of an ever-changing global society actively and successfully. Each student is given the opportunity to participate and contribute to the life of the school. All students are expected to fully develop their talents and personalities, and their efforts are respected and honored. In turn, they must respect and honor those of others.

The School is committed to helping every student succeed and believes that high expectations and attention to individual needs results in higher student achievement. We believe that our students can succeed in our rigorous program. This demands a collaborative effort by serious students, involved parents, and devoted teachers and leaders.

H. CULTURAL AWARENESS

CAS recognizes the richness of the world's racial, ethnic, and religious diversity. It is receptive to learning about and appreciating American and other cultures and their interconnectedness. While reflecting American educational values, the school also involves itself in the environment of Morocco.



The School works to enhance awareness of Moroccan culture and subcultures among our community and maintains lines of communication between the school and Moroccan people and officials.

- The teachers and administrators choose resources and materials that reflect diversity and the wide variety of world cultures stressing an understanding and appreciation of cultural differences.
- Students and teachers celebrate the rich diversity of world cultures through various representative events.
- Appreciation of Moroccan and American cultures are enhanced through the study and observance of Moroccan and American holidays.
- Educational and cultural exchanges as well as athletic events are arranged with Moroccan and other schools and institutions.
- Moroccan history and culture are integrated throughout the curriculum and include field trips arranged to study traditions, customs, and environment.

The School offers 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.

I. INTERNATIONAL-MINDEDNESS AT CAS

International mindedness a way of thinking rather 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 reflects a strong connection, concern, and sense of moral responsibility for the world community and the environment. This means working together and standing united, adopting the viewpoint of "Us" rather than "Us and Them."

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/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.

II LOWER SCHOOL ACADEMIC PROGRAMS

A. STANDARDS

Internationally recognized standards 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. Assessment of standards is ongoing and student progress and overall achievement is reported to parents at the end of each reporting period.

B. CAS TRANSDISCIPLINARY SKILLS

Transdisciplinary 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. The CAS transdisciplinary skills are as follows: researching, public speaking, critical thinking, using technology, working in a team, writing for a variety of purposes.



C. CAS DISPOSITIONS

Dispositions are behavior traits that CAS aims to foster in all students. The CAS Dispositions are as follows: creative, community-minded, enthusiastic about learning, ethical, reflective, respectful, and responsible. Each disposition is intentionally taught to students during designated times such as morning meetings, as well as through ongoing social interaction with teachers and peers.

D. ASSESSMENT

Assessment as, of, and for learning is integral to all teaching and learning. The prime objective of assessment in the Lower School is to provide feedback on the learning process and to inform instruction. Students are involved in the process of assessment, taking responsibility for their own learning, developing their ability to be self-critical, and setting targets for subsequent work.

Nursery and Kindergarten Report Cards consist of a narrative reflecting each child's social, emotional learning and academic progress.

The Academic Key in Pre-First through Grade 6 consists of the following 4-point numeric scale:

Scale	Descriptor
4	The student has an extensive knowledge and understanding of the standard and can readily apply this knowledge. In addition, the student demonstrates a very high level of competence in the processes and skills and can consistently apply these skills to new situations.
3	The student has a thorough knowledge and understanding of the standard and demonstrates a sound level of competence in the processes and skills. In addition, the student can apply this knowledge and these skills to most situations.
2	The student has some knowledge and understanding of the standards and/or is approaching an adequate level of competence in the processes and skills.
1	The student has limited knowledge and understanding of the content and/or has not yet demonstrated the expected level of competence in the processes and skills.

E. GRADING

Students receive a grade set against standards that have been assessed in each subject area. Not all standards are assessed each reporting period, but all will be assessed by the end of the year. Grades are not averaged in a standards-based reporting system.

F. REPORTING

Reporting consists of three report cards, a Parent-Teacher interview, and a Student-Led Conference. At the end of each reporting period, students receive a school



report. This report is a comprehensive review of your child's learning and progress in all aspects of the educational program and is sent electronically.

Students receive a number grade against each assessed standard and a narrative comment from core and specialist teachers. The three reporting periods for the 2024-25 school year are August to November, December to March, and April to June. Students who are identified as needing additional support to reach standard by the end of the school year are referred for additional support and/or intervention, which may include outside services.

G. 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. Measure of Academic Progress (MAP) tests are standards-aligned computerized adaptive tests that measure student growth over time and are administered to students in Grades 2 – 6. MAP tests provide 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.

Results of the MAP tests are shared with students to help them reflect on their learning and set goals. Detailed communication concerning MAP testing is communicated to parents.

H. PRE-SCHOOL PROMOTION

The following are taken into consideration for Pre-School promotion: maturity, intellectual and physical development, language acquisition, cognitive skills, motor development, social growth, literacy skills, and number sense. Preschool retention is always reviewed on a case-by- case basis. Preschool adheres to the same attendance policy as Lower and Upper school. Excessive tardies may result in an absence and excessive absences may result in retention.

I. LOWER SCHOOL PROMOTION AND RETENTION

The first step in all cases of learning and performance concerns is making accommodations in the classroom. Teachers indicate students who are below grade level benchmarks and refer them for interventions in reading and/or math. Student progress is reviewed and exit, or continuation decisions are made according to student growth, grade level benchmarks, and demonstration of skills and attitudes that will support learning in the base classroom.

When a child does not respond to interventions and a learning disability is suspected, parents are referred to outside specialists for educational testing. The Learning Support team helps make decisions about the entrance and exit to intervention programs with base classroom teachers and administrators. Retention is discussed with parents only when accommodations have been implemented and evaluated by the educational team involved, keeping the child's interest and future success at the forefront. Students retained more than twice will be recommended for withdrawal from the School.



J. MAKE-UP WORK

In Lower School, our focus is on growth and building lifelong learning skills. We work hard to help all our students meet educational standards. At the discretion of teachers, students may be expected to redo an assignment or test if they do not achieve success the first time.

K. AWARDS

In the Lower School we celebrate individual or collective effort and growth; creative, artistic and musical accomplishment, athletic commitment, and contributions to the local and wider community. Awards are regularly reviewed and revised to align to the School Mission, Vision, and Educational Objectives. Details are shared with students and parents each year.

L. ACADEMIC HONESTY

Students are expected to take responsibility for completing their own academic work. It is both the student's as well as the teacher's responsibility to clearly define and understand what constitutes cheating. Students should assume that all work, including homework, is to be done individually unless the teacher states explicitly that collaboration on a particular assignment is permitted.

Students are expected to do the following:

- Always work with academic integrity - in the classroom, at home and on the internet.
- Refuse to aid others in acts of academic dishonesty.

Academic dishonesty includes but is not limited to the following:

CHEATING

Cheating is any act or attempted act of fraud, deception, or distortion of the truth by which a student misrepresents mastery or understanding of academic information or material. Cheating includes, but is not limited to:

- Partially, or completely, copying another person's work (including a classmate's) and turning it in as one's own.
- The use of unauthorized sources of information during a test. This would include such items as crib sheets, electronic devices, dictionaries, tests, and/or other aids excluded by the instructor. It also includes any act or the use of any item which would be deemed as cheating.
- Looking at another student's exam or using another's exam, assignments, or other work, or allowing another student to do so.
- Completing an exam or assignment for another person or allowing another person to complete any part of an assignment or exam for oneself.
- Altering graded classwork and resubmitting that work for reconsideration.
- Engaging in any kind of unauthorized assistance or communication with another person during an exam.
- Reading online sources such as SparkNotes, for summaries in lieu of completing nightly reading.
- Purchasing, copying, accepting, stealing, or otherwise obtaining exam information, assignments, or other classwork.
- Taking a sick day or using the nurse's office to miss a test or assignment due date.

PLAGIARISM

Plagiarism is the inclusion in total or part of another's words, ideas, work, material, or data as one's own. Plagiarism includes, but is not limited to:



- Quoting or paraphrasing materials without citing the source in some acceptable manner and submitting those materials as one's own work.
- Copying, using or borrowing another's ideas, assignments, test answers, lab work, research, report, term paper, computer program, file or data, etc. and submitting it as one's own work or allowing another student to do so.
- Submitting as one's own work, work prepared by others or prepared in collaboration with others.

Consequences for academic dishonesty may include, but are not limited to, the following:

- No credit given for the work in question, but the work must still be completed;
- The administration will notify the parents and may assign disciplinary consequences;
- All incidents of academic dishonesty will be brought directly to the principal by the teacher for discussion and determination of consequences.

M. STUDENT SUPPORT PLANS

A Student Support Plan may be implemented for a student that needs additional support to be successful in his/her academic skills, social skills, or behavior. A meeting is scheduled with the parents, student, and teacher to discuss the concerns and determine strategies that can be used to support the student at school, at home, and strategies that the student can be responsible for independently. The plan is monitored throughout the year.

N. STUDENT SUPPORT

Children learn in different ways and at different rates. We offer services to students who need additional instruction in reading, math, and English language.

- Teachers indicate students who are falling below grade level benchmarks and refer students for interventions in reading and/or math and/or for ELL services.
- Student progress is periodically reviewed and exit, or continuation decisions are made according to student growth, approach to grade level benchmarks, and demonstration of skills and attitudes that will support learning in the base classroom.
- When a child does not respond to a variety of interventions and a learning disability is suspected, we refer parents to outside specialists for educational testing.
- If the student is in Grade 2 or above, the World-class Instructional Design Assessment (WIDA) is administered to gather information about the child's English proficiency and determine eligibility at different levels of service.

Ideally, this is a short-term program. Interventions and ELL services are meant to support student learning and boost progress. If it is determined, after exhausting all available resources, a child will not succeed in the CAS environment, he/she may be asked to withdraw.

Availability of Programs:

Additional ELL support is available in Grade 2 through Grade 6. Students are pulled from one or both World Languages for small group instruction. ELL is not considered an intervention but rather language acquisition support.

- Reading Intervention is available starting in Pre-First through Grade 6. Students are pulled for small group instruction.
- Math Intervention is available starting in Grade 2 through Grade 6. Students are pulled for small group instruction.



- We use and adhere to specific criteria for entrance and exit from the service areas. Parents are notified of program changes via email and/or paper communications.

O. COUNSELING SERVICES

Psychological counseling at Casablanca American School supports students, parents, and faculty in a positive and student-centered approach to developing the whole child. We support students as they become responsible citizens and active learners on an individual, small group, classroom, grade, divisional and whole school level. Our student-centered support recognizes the importance of collaboration between students, parents, and teachers to nurture, guide, and educate. Services include individual and group sessions for students, family consultation, transition counseling, crisis counseling, and parent workshops. The School Psychotherapist, Meryem Bousfiha, can be contacted for more details about programs and services at: mbousfiha@cas.ac.ma. At times, a child or family's needs extend beyond the resources CAS has available. If this is the case, a child or family may be referred to an outside psychologist.

P. LIBRARY

Our libraries are 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. We aim to develop lifelong readers and students who are competent users of information. This is achieved through collaboration between the librarian and base teachers to purposefully incorporate information literacy skills across the subject areas.

The overall mission of the CAS Libraries is to support the CAS academic mission to provide a challenging and innovative international program within a nurturing environment, motivating and inspiring every student to achieve academic and personal excellence.

The vision of the CAS Libraries is to provide physical and virtual spaces, central to the mission of the school, where our shared core values of active learning and responsible citizenship are modeled, encouraged, and enhanced.

The CAS Libraries strive to:

- Provide the widest possible range of timely curricular and recreational materials in appropriate formats to all members of the CAS academic community.
- Ensure that students learn, and practice information fluency skills related to the use of these resources.
- Inspire critical appreciation of information and literature.
- Encourage the ethical and responsible use of physical and virtual environment.

The Lower School Library hours for parents are communicated each year.

III. SUPPORTING YOUR CHILD

Good parent-teacher communication is vital to the education process. A child who sees parents and the school acting in partnership with his/her best interests in mind will typically have a more positive attitude towards school and learning.



Research overwhelmingly demonstrates that parent involvement in a child's learning is positively related to achievement. The more intensively parents are involved in their child's learning, the more a child achieves and works to his/her potential. Further, parent involvement is positively related to benefits other than student achievement. These benefits include attitude toward school or toward particular subject areas, self-concept, motivation, classroom behavior, time spent on homework, and expectations for one's future.

A. HOW TO SUPPORT THE DEVELOPMENTAL NEEDS OF YOUR CHILD

Parents are the "primary educators" of their children and CAS expects parents to support their child's education in the following ways:

- Refrain from comparing your child to siblings or with others. Each child is unique and learns differently.
- Communicate to your child that effort, progress, and achievement are equally valued.
- Provide a quiet and comfortable space and time for your child to do homework. Students do their best by doing their own work.
- Review your son/ daughter's planner to understand what they are expected to do for homework.
- Make sure your child gets enough sleep (8-11 hours per night) and eats nutritious, balanced meals, especially breakfast.
- Be open to discussion of your child's academic, social, and personal successes and struggles.
- Share your own learning experiences and resources that relate to your child's learning experiences.
- Encourage your child to bring home books to read from the school library or visit the library together. Set aside some time for the whole family to read together or independently, in English or in your home language. Take some time to discuss what you are reading.
- Be involved in your child's life at CAS. Attend conferences, PTA meetings, parent workshops, assemblies, and other special events.
- Be an advocate for your child.

Please talk with the teacher regarding how you may become involved in the life of the school and your child's learning.

B. HOMEWORK

Homework is one way to help students learn and develop positive work habits and responsible behavior. While homework does not take the place of good teaching, it may contribute to student success by reinforcing, maintaining, extending, and enriching the classroom program.

Homework:

- is planned and may be adapted to meet individual and/ or group needs.
- is related to skills previously taught in the classroom or an extension of classroom learning.
- is assigned for learning purposes, not "busy work."
- encourages the development of students' time management skills.

C. HOME READING

Students are more successful when they regularly read at home, in any language. Parents are encouraged to read to and with their children in their mother tongue.



- For Nursery to Pre-First children, parents should read to their children for at least 15 minutes each evening.
- Grade 1 and 2 students should read at least 15 - 20 minutes each evening with an adult or sibling.
- Grade 3 and 4 students should read at least 20 minutes each evening with or without an adult or sibling.
- Grade 5 and 6 students should read at least 25-30 minutes each evening.

D. ABSENCES AND MAKE-UP WORK

When a child is absent, the teacher will try to help the child gain the understanding/knowledge that was missed during the absence. The student may need to complete extra work, meet with the teacher for a mini-lesson, and/or work with a classmate(s) to help increase understanding. Please note that this does not replace classroom experiences. The timeline for completion is at the discretion of the teacher. Students in Grades 5 and 6 are responsible for communicating with their teachers about missed work.

E. LATE WORK

Timely completion of class work/homework is essential for students to be successful learners. When a child does not complete assigned work, some possible solutions could include:

- Meeting with the student to develop a plan to solve the issue.
- Communication with parents

When assigned work is consistently incomplete, a meeting with the student and parents will be set up to discuss the problem.

F. EXTRA HELP AND TUTORING

Tutoring can be an effective way to assist a student who needs targeted support. Tutoring must be purposeful and in collaboration with the parent and Base Teacher. If tutoring is not purposeful, it could hinder the development of healthy, lifelong learning habits.

Tutoring Guidelines:

- Tutors and classroom teachers will remain in contact regarding the progress of the student.
- Tutors and parents should review student progress on a predetermined schedule.
- CAS teachers and teacher assistants may not tutor students in the grade level in which they work.
- Prior to beginning tutoring, tutors from CAS, be they teachers or teaching assistants, must get approval of the Lower School Principal, each school year.

Parents should be wary of undue dependence on regular tutoring. If visible progress in skill acquisition or targeted learning is not evident after several months, a re-examination of the student's needs should be sought through the school learning specialist. Tutoring is a short-term intervention.

It is of the utmost importance that the tutor meets with the teacher to discuss the student's needs 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.



While the school typically does not interfere in issues of payment, the expectation is that families provide fair compensation for tutoring services, as determined. If a tutor from CAS is not paid owed wages, the school will become involved.

G. SCHOOL-TO-HOME COMMUNICATION

The following are the primary means of communication:

- Teachers communicate with parents via various platforms such as RenWeb and/or regularly send home information to parents via weekly bulletins, monthly newsletters, and/or by email.
- The yearly academic calendar distributed in the spring or upon enrollment lists dates that pertain to school closure times.
- CAS Association meetings provide information on school operations, the school's financial situation, and the undertakings of sub-committees as well as the opportunity to elect Board members. 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.
- The Web Site (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.

Appointments

If you would like to request an appointment, please respect the following lines of communication:

- *Teacher:* Appointment requests can be arranged via email with the teacher. Unannounced drop-ins to classrooms during the school day (7:45 a.m. -3:15 p.m.) by parents are not permitted. Parent-teacher meetings are productive when they are planned, and teachers can prepare as needed.
- *Principal:* Concerns that cannot be resolved after a conference with the teacher, or questions of a more general nature concerning the operation of the school and its programs may be discussed with the principal. Appointments are arranged by telephoning or emailing the principal's assistant at: ielkadiri@cas.ac.ma

In order to respect the functions of the Principal, please note that parents will not be admitted to the Principal's Office without an appointment except in conditions of extreme emergency.

H. PARENT AND STUDENT-LED CONFERENCES

Parent-teacher conferences take place in October. In February, parents are invited to Student-Led Conferences where students share their portfolios in all subject areas. Additional parent conferences may be organized throughout the school year to address specific concerns.

I. CONTACT INFORMATION FOR FAMILIES

Please keep the school updated with your email address, home, and cell phone numbers, as well as emergency contact phone numbers. In the event of an emergency, we need to be in touch with a parent or designated guardian as quickly as possible.

If parent contact information changes, including home telephone, home address, parents' emails, office, and mobile phone numbers, please contact the Registrar at: aamani@cas.ac.ma, so we can update our family contact databases.



J. STUDENT BIRTHDAY PARTIES

Off-campus party invitations that do not include all students in the class are not permitted at school and plans should be arranged outside of school hours. Classroom teachers will recognize student birthdays in the classroom in their own way. Birthday celebrations, including cakes, deliveries, or treat bags will NOT be permitted during the instructional day.

IV. STUDENT EXPECTATIONS

It is our expectation that students will try to emulate the behavior traits of our dispositions: creative, community minded, enthusiastic for learning, ethical, reflective, respectful, and responsible.

A. POSITIVE DISCIPLINE

CAS embraces key aspects of the *Positive Discipline* model based on the work of the Viennese psychiatrists Alfred Adler (1870 - 1937) and Rudolf Dreikurs (1897 - 1972). Rooted in the belief that children behave best when feeling a sense of belonging to their group, *Positive Discipline* teaches children to be respectful and responsible community members, while fostering skills and communication.

When practiced at school and at home, *Positive Discipline* promotes a mutually respectful relationship between child and adult. To promote an understanding and equip our professionals with the appropriate skills, CAS is committed to ongoing training opportunities for teachers and staff. The School also organizes workshops for parents to include them as partners in the Positive Discipline approach.

FIVE CRITERIA FOR POSITIVE DISCIPLINE

When interacting with children, we ask ourselves:

- Is it kind and firm at the same time? (Respectful and encouraging)
- Does it help children feel a sense of belonging and significance? (Connection)
- Is it effective long-term? (Punishment works short term but has negative long-term results.)
- Does it teach valuable social and life skills for good character? (Respect, concern for others, problem-solving, accountability, contribution, cooperation)
- Does it invite children to discover how capable they are and to use their personal power in constructive ways?

The tools and concepts of Positive Discipline include:

- Mutual respect - Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.
- Identifying the belief behind the behavior - Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.
- Effective communication and problem-solving skills.
- Discipline that teaches (and is neither permissive nor punitive).
- Focusing on solutions instead of punishment.
- Encouragement (instead of praise) - Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment." (adapted from <http://www.positivediscipline.com/what-is-positive-discipline.html>)

The school also has copies of *Positive Discipline* books and resources for parents. Please contact the Principal for more information.



All students are expected to follow behavioral expectations while on the school campus and when representing the school on field trips and excursions.

Students who act in a manner that is not in accordance with these expectations face one or more of the following possible consequences:

- verbal or written warning;
- student conference;
- work detail;
- student behavior plan/contract;
- counseling;
- exclusion from school-sponsored trips and co- curricular activities or ceremonies;
- parent conference;
- suspension;
- probation;
- expulsion.

B. APPROACH TO BULLYING

Research has shown that building awareness of the consequences of bullying and involving all members of the school community is the most effective way of reducing bullying in schools.

Definition of Bullying

Bullying is not the same thing as a disagreement or conflict between two people or mean or hurtful comments. Bullying is defined as 'when a person has been exposed, repeatedly and over time, to negative actions on the part of one or more persons,' (Olweus, 1991). Bullying can take several forms:

- Physical - pushing, shoving, hitting, kicking
- Verbal - name calling, teasing, laughing at, threatening
- Indirect - spreading rumors, excluding someone from a group
- Electronic (also known as Cyber-bullying) - posting insults and spreading rumors on social networking sites or forums (e.g., Facebook), sending inappropriate, abusive or threatening text messages
- Property - taking or vandalizing the property belonging to another person, theft

Bullying is also:

- systematic and ongoing rather than on and off;
- distressing and hurtful to the victim rather than good- natured fun; and
- one-way rather than an exchange.

Anti-Bullying Code

- We believe that everybody should enjoy our school equally and feel safe and accepted.
- CAS Lower School students, parents, teachers and staff agree to join together to stamp out bullying at our school.
- Bullying is not tolerated in the Lower School. It is not an acceptable part of growing up.
- Students support each other by reporting all instances of bullying to a teacher, the principal, a parent, or other adult on campus.
- Reports of bullying are taken seriously, and appropriate action will be taken.



Reporting Bullying

Students are encouraged to report bullying in any way that they feel comfortable. They may tell a teacher, parent, or other adult on campus. Students may also ask a friend to report bullying.

Any incidents of bullying will be recorded. The homeroom teacher, counselor and/or principal will interview all concerned and disciplinary action plans will be used as appropriate, and in consultation with all parties concerned.

Disciplinary Consequences for Bullying

The following interventions can be taken for bullying incidents:

- official warnings
- counseling
- mediation
- parent contact
- suspension
- expulsion

C. CELL PHONES

Lower School students are not permitted to use cell phones, including Smart watches, during the school day. If parents allow a student to bring a cell phone to school, it must stay switched off in the school bag, remaining unseen from 7:45-3:15. As with all other personal items, the school cannot take responsibility for losses.

Violations result in:

- 1st Offense phone is confiscated and returned to the student at dismissal.
- 2nd Offense phone is confiscated and returned to the student following a parent meeting.
- 3rd Offense phone is confiscated, kept by the school, and returned at the end of the year.

D. TECHNOLOGY ACCEPTABLE USE

All students at CAS are expected to follow rules relating to the use of technology as follows:

- Only use computers for school related business.
- Deliberate access of inappropriate sites is not allowed.
- The school reserves the right to monitor students' communication and accounts.
- Interfering or accessing other people's accounts or restricted areas of the CAS network and computers is prohibited.
- Software, applications, and extensions installation by students is forbidden.
- Students should only save files into their accounts or on removable media.
- CAS lab equipment is treated with the utmost respect.

Any violations of the Casablanca American School Acceptable Use Policy will result in loss of in-school IT use privileges and school disciplinary action and/or appropriate legal action may follow.

E. UNIFORM AND DRESS CODE

To ensure that all students are learning and thriving in a positive, safe environment, all students wear a school uniform which fosters a sense of community and pride in our school. The school uniform is mandatory for all students and is purchased according to guidelines sent out each year to parents before the start of the school year.



The two types of uniforms consist of:

- A short or long sleeve polo style shirt with embroidered CAS logo
- 1 Navy blue fleece jacket with embroidered CAS Logo
- CAS approved gray chino pants, skirt, or shorts
- A complete PE uniform with the CAS logo for days your child has PE classes.

Parents are responsible for making sure their child/ren's clothing is neat and clean, and for labeling their child/ren's clothing clearly with the full name and class.

Our School Uniform Policy is enforced through daily monitoring to make sure that our standards are maintained. Sunglasses, hats, and caps may only be worn outside.

F. PERSONAL ITEMS

School bags, lunch boxes, personal water bottles, clothing, etc. should be clearly labeled with your child/ren's name and class.

G. RESTRICTED ITEMS FROM HOME

Some items are strictly prohibited on campus and, if discovered, may be kept or be found as cause for further disciplinary action. The following items are not permitted: water pistols, skateboards, firecrackers, matches or lighters, guns, knives, shock devices, or sharp objects of any kind. We reserve the right to confiscate any such items with no guarantee of return.

H. LOST AND FOUND

Personal Items and clothing found on campus are handed in to the Lower School Reception desk. Every effort is made to return items to students, but this is not always possible if items are not labeled. Lower School Lost and Found containers are open on Friday afternoons at the Back Gate.

I. LOSS OR DAMAGE TO STUDENT PROPERTY

Lower School students are responsible for ensuring all personal property is safe from harm or theft by keeping items in places as designated by the teachers. The School is in no way responsible for student items that are lost, stolen, or damaged.

V. SCHOOL ROUTINES

A. ARRIVAL AT SCHOOL

Students are welcomed to campus beginning at 7:45 a.m. Staff are not available for supervision before this time. Nursery and Kinder students as well as Upper School students should use the Front Gate. Pre-First - Grade 6 students should use the Back Gate. Nursery and Kinder students might be held in the Waiting Room and PF-G6 students report immediately to their classroom at 7:50 a.m.

On rainy days, all Pre-First through Grade 6 students will be held in the Gym and escorted at 7:50 a.m. to base classes via the Randolph Building. Those arriving after 7:50 a.m. should report directly to their base classrooms.

Instruction starts at 8:00 a.m. We reserve the right to close the gates and deny admission to students arriving after instruction begins.

B. LATE ARRIVALS

Any student arriving after 8:00 a.m. must report to the LS reception and will be marked as tardy. When a Lower School student accumulates 3 tardies, the base teacher will contact home asking parents to ensure that the student arrives at school



on time. If a student accumulates 5 tardies, the Lower School office will contact parents.

Continued tardiness could result in parent conference with school administration and an unexcused absence.

C. AFTER-SCHOOL HOURS

Students are permitted in the school after the 3:00 p.m. dismissal time if they are enrolled and engaged in a CAS-sponsored After School Activity (ASA). Any student remaining on campus and not enrolled in ASAs must be supervised by a parent and not disrupt the ASA program.

D. END-OF-DAY DISMISSAL

- Nursery and Kinder students are dismissed starting at 2:45 p.m. from the Front Gate.
- Pre-First - Grade 6 students are dismissed starting at 2:50 p.m. from the Back Gate.

The traffic rules in effect at morning drop-off time also apply at dismissal time. There is no parking in the Faculty/Staff lot, and no double parking. Please use extreme caution while driving through the school zone, respect use of crosswalks by pedestrians, and adhere to strict compliance with the instructions of school personnel on duty outside.

If your child is to be picked up by an adult not known to our personnel, it is imperative that you inform the teacher in writing in the morning via email or a note in the agenda. Please understand that we are not able to release a student at the end of the day to be accompanied by an unauthorized or unknown adult.

The Lower School guarantees adult supervision until 3:15 p.m. Any student remaining on campus and not participating in the after-school program will then be transitioned to the Front Gate. The only students permitted in the school after dismissal time are those:

- Enrolled in After School Activities (ASAs)
- Working under the supervision of a CAS employee

The School does not accept responsibility for students who remain on campus after 3:15 PM who are not enrolled in After School Activities (ASAs) or working under the supervision of a teacher. Students may not remain on campus unsupervised to wait for a sibling who is enrolled in after-school activities or being supervised by a teacher unless they are accompanied by a parent.

Students who are found on the school premises after school and who are not engaged in a school activity will be sent home.

If parents have an emergency that prevents them from picking up a child, they must call the Lower School Office or LS Reception before 3:00 p.m.

E. EARLY DISMISSAL

Parents should request permission in writing from the teacher as far in advance as possible for a student to be released from school before the regular dismissal time. Early dismissal should be resorted to only in extraordinary circumstances (in case of



illness determined by school nurse) and not in cases of routine medical/dental checkups or early vacation departures.

Under certain circumstances (e.g., ill health), the school administration may request that a student be dismissed from school early. Parents will be notified by telephone and asked to provide transportation.

F. STUDENT ABSENCES

Parents are reminded that students cannot benefit fully from their educational program unless they are in school to learn. Students should not be absent from school for reasons other than those of ill health or a family emergency. Lower School students who have excessive absences (10/year) may not be academically prepared for promotion to the next grade level. Exceptions due to medical conditions or other unavoidable circumstances will be considered on a-case by-case basis.

Planned Absences

In the best interest of your child's learning and development, all vacations should be planned during our established vacation and holiday breaks. Excused absences include:

- illness (with note)
- medical appointments (with doctor's note)
- psychoeducational evaluation (with note and report)
- psychological therapy (with note)
- government paperwork or business (with note)
- family emergency (with note)
- death in family
- at Principal's discretion

Unexcused absences include:

- travel
- fatigue
- tardies after gate has closed
- excessive tardies
- at Principal's discretion

Students returning to school after an extended absence are required to bring in a parent note stating the reason for the absence. In cases of contagious illness, the parent note must be accompanied by a doctor's note stating that the student's illness is no longer contagious, and that the student may start back to school.

G. LUNCH AND THE CAFETERIA

Students may bring their lunch to school or purchase from the contracted catering service. Parents are encouraged to provide healthy, nutritious snacks and lunches. Information regarding nutrition is detailed in classroom communications. *Fizzy/soda drinks and candies are not allowed.* Students bringing their own lunch are expected to bring their own utensils. Microwave use is not permitted for Pre-school and Lower School students.

A cafeteria service is provided at school. Payment for the outsourced catering should be handled directly with the outsourced company. The cafeteria services communicate with parents directly via email with instructions.



Children should bring a large reusable plastic water bottle to school every day (no glass). There is filtered drinking water provided at fountains throughout the campus.

Lunch deliveries from home or restaurants are not permitted as a security measure. Deliveries also impede CAS staff from fulfilling their job responsibilities. There are no exceptions.

H. STUDENT WITHDRAWAL

If parents plan to withdraw their child(ren) from CAS, please contact the School Registrar and your child's homeroom teacher.

If a student requires assistance with admissions testing, references, or recommendations for a new school, parents may contact the Principal or the school office to make arrangements. Please allow at least ten working days for the letters and references to be completed.

I. 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. 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.

VI. AFTER SCHOOL ACTIVITIES AND EXPERIENTIAL LEARNING

Lower School After-School Activities (ASAs) are in place each day after school for a fee. Details of the program are distributed to families by the ASA Coordinators at the beginning of the school year.

A. INTERSCHOLASTIC ATHLETICS

Opportunities for team sports and athletics are shared with students at the beginning of the school year. For Lower School, these typically include Swim Team and Track.

B. EXPLORE MOROCCO

The Explore Morocco program is designed for students to engage them actively in learning more about Morocco and to broaden their understanding of cultural, social, and environmental concepts. This program provides our students with the opportunity to gain a stronger sense of their own identity and culture through participation in activities on campus and day trips in our region.

C. FIELD TRIPS

Throughout the school year, teachers may organize field trips to places such as museums, sites of historical interest and botanical gardens to support the formal curriculum and the development of students.



VII. HEALTH PROCEDURES

A healthcare professional is on duty in the infirmary from Monday through Friday from 7:45 a.m. - 4:45 p.m. Each child must submit an up-to-date medical form to the Infirmary. Information regarding this form is communicated at the start of the school year.

Lower School students may go to the infirmary only after they have obtained permission from an adult. Students are accompanied by an adult or must have a nurse pass. During the school day, any student who needs simple first aid will report to their classroom teacher. If a student needs to go home, the student's parents will be contacted.

If it is an emergency where immediate medical intervention is critical, the nurse will assess the situation, triage, inform parents and the student may be taken directly to a clinic or hospital.

A. ILLNESS

Sick children should remain at home. When your child is home sick, please contact your child's teacher and copy the Lower School Receptionist. Children should be fever free without the aid of fever-reducing medication and/or have not vomited for 24 hours before returning to school. Please inform the school if your child contracts a communicable disease such as chicken pox.

The School Nurse or Lower School Office notifies parents when a student becomes ill while at school. If a student has a fever and/or vomiting, arrangements should be made to pick-up the child immediately. Even if a student does not have a fever, the school nurse will contact parents to let them know that their student has been treated in the Infirmary.

The school has procedures and protocols in place regarding Covid-19. Please contact the school nurse for reminders of the protocols.

B. MEDICATIONS

If it is necessary for medication to be given at school, the medicine must be sent in an appropriately labeled container with written instructions regarding dosage and frequency. For prescription medication, this must be accompanied by a physician's order. Our school nurse or another trained staff member will administer the medication.

C. ACCIDENTS OR INJURIES

Parents are notified as soon as possible regarding accidents leading to injury while at school. In the event that parents cannot be reached, the person(s) indicated on our emergency medical form, or the family physician will be contacted. In all cases, first aid will be administered with the greatest of care. In the event of an emergency during which parents or other designated persons cannot be reached, the completed health form authorizes the school to seek treatment from a qualified physician at the nearest emergency clinic.

D. HEAD LICE POLICY

Head lice are a common occurrence at schools, particularly with younger children. It is important that treatments be carried out diligently and that children stay away from



school to avoid passing them on to others. If a child is found to have head lice at school, parents will be contacted immediately. Please note the following:

- Parents are expected to treat lice using the recommended treatment.
- Before the child is permitted to join his or her class following an occurrence of lice, he or she must be checked by the school nurse.
- Before the child is permitted to join his or her class following an occurrence of lice, he or she must be checked by school personnel.
- Parents of other students in the class will be notified of lice and will be instructed to check and treat their children.
- Checks will occur as a follow up measure within a week of a given report.

VIII. OTHER USEFUL INFORMATION

A. CLASS PLACEMENT POLICY

Our teachers strive to ensure a dynamic and thoughtful educational experience for our students. Grade level teams work collaboratively to create similar experiences and opportunities across the grade. Our practice at CAS is to thoroughly assess each child and to make decisions about class placement by involving instructional staff members and based on many factors. In creating a class, we review boy/girl ratio, academic achievement, learning styles, behavior and social dynamics, learning needs, and language proficiency, among other factors. Thank you for trusting our professional judgment and refraining from requesting changes to class placement.

B. SCHOOL SUPPLIES

A list of supplies for base and specialist classes is posted to the school website and emailed to parents prior to the start of the school year. It is the responsibility of parents to purchase all supplies before the first day of classes.

C. SCHEDULES

Teachers communicate class schedules to parents at the start of the school year within the first two weeks of school.

D. 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 an 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.

E. REGISTRY

The CAS Registry is staffed by the School 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.

F. ACCOUNTING/BOOKKEEPING/BUSINESS

These offices are located in the Administration Building. Parents who have questions about any fees or payment schedules should contact the appropriate personnel.



G. ADMISSION, COMMUNICATION AND DEVELOPMENT

The CAS Admissions Office is staffed by an Admissions Officer. Located in the Administration Building, they handle all aspects of admissions.

H. PARENT CONCERNS

Constructive feedback of school programs, school services, and employees is welcome when it is

motivated by a sincere desire to improve the quality of the school, and to help employees do their work more effectively. Administration, faculty, and staff 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 communicate with all members of the faculty and staff openly and respectfully.

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, a meeting may be requested with the Vice-Principal, then the Principal. Should the problem still not be resolved to the parent's or student's satisfaction, it should be submitted to the Director. 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.

I. SPONSORSHIP

Sponsorship of events and resource donations are welcome. All sponsorships or donors of services must discuss, apply, and obtain approval from administration at least two weeks in advance of the event being sponsored. Generosity to CAS is appreciated and recognized with no expectation of favor.

J. POLICY ON SOCIAL INTERACTIONS FOR ADMINISTRATORS

- **Professional Boundaries:** Administrators, including the Director and Division Principals, must maintain professional boundaries in their interactions with parents. This is essential to avoid any conflicts of interest or perceptions of favoritism.
- **Social Invitations:** Administrators should not accept invitations to social events, such as dinners or parties, hosted by current parents. This policy ensures fairness and prevents logistical challenges where administrators would be unable to accept all invitations.
- **School Business Meetings:** Administrators will attend social events where school business is being addressed, such as school functions, board and committee receptions, or other official gatherings that are directly related to their professional responsibilities.
- **Personal Relationships:** If an administrator's children are friends with a current parent's children or classmates, social interactions between the families are permissible. This exception acknowledges the personal relationships that naturally develop within the school community.



IN CONCLUSION

We hope this handbook helps prepare you for the 2024/2025 school year. Our dynamic community is dedicated to supporting each student's growth. As parents, your involvement is vital, and we appreciate your contributions and your support.

If you have any questions, please reach out to our faculty and staff. We look forward to a year of learning, growth, and shared experiences. Whether you are new or returning, welcome to our CAS family!



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