



CASABLANCA AMERICAN SCHOOL



**UPPER SCHOOL
STUDENT & PARENT
HANDBOOK**

2024 – 2025



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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!

Warm regards,
Mr. Brueningsen
Director





PRINCIPAL'S WELCOME



CAS Community,

At CAS, we always think with the end in mind. Just as the end of every meal is sweetened by dessert, we believe that PIE is a fitting symbol for our goals in the Upper School. PIE stands for Professionalism, Integrity, and Excellence – values that we strive to embody every day.

This year, we are committed to fostering a culture of excellence. It's our collective responsibility, as staff and students, to come to CAS each day prepared to give our best and uphold these core values. This handbook serves as the foundation of who we are and the guidelines we follow to maintain our high standards.

As always, please feel free to reach out to me with suggestions for enhancing our culture of excellence at the Upper School.

Mr. Vanden Boom
Upper School Principal



CAS's Mission, Vision and Core Values

Casablanca American School (CAS) established in 1973 is a N-12 university preparatory school which embraces an American system of education and teaching that offers an International Baccalaureate Full Diploma Program in Grades Eleven and Twelve. CAS is the first International Baccalaureate school in North Africa and has been offering the Full IB Diploma Program since 1987.

Mission Statement

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.

We Believe In

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

We Believe that

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

Student Profile

The Casablanca American School strives to achieve its mission by providing a learning environment that supports every child to embody the skills and characteristics of our Student Profile.

Resilient

- CAS students are courageous and persistent, willing to take risks and adapt to change.

Communicators

- CAS students are encouraged to use diverse strategies and tools to understand, question, exchange, connect, and express ideas in a variety of contexts.



Responsible

- CAS students are self-directed, reflective learners. They are mindful and strive for balance.

Empathetic

- CAS students are encouraged to use diverse strategies and tools to understand, question, exchange, connect, and express ideas in a variety of contexts.

Global Citizens

- CAS students are globally aware, ethically caring and sensitive to individual differences. They strive to be contributors to positive change through sustainable, informed action.

Child Protection

Safeguarding and Child Protection is a priority for every adult, parent, and student within the CAS community.

- CAS will educate and inform all stakeholders in their right to be safe and in how they might foster that respect within the community.
- CAS will utilize safe and compliant recruitment and hiring methods consistent with child protection policies.
- CAS will audit, train, review, and maintain safe practices in regard to personal responsibility and reporting structure with all employees on a regular basis.
- CAS will uphold investigative and reporting practices when issues of child protection are raised.



Academics

CAS HS Daily Time Schedule



Casablanca American School Schedule | 2024-2025

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A 8:00-8:50	B 8:00-9:30	E 8:00-9:30	C 8:00-8:50	G 8:00-8:50
B 8:55-9:45			D 8:55-9:45	F 8:55-9:45
C 9:50-10:40	F 9:40-11:10	A 9:40-11:10	F 9:50-10:40	E 9:50-10:40
D 10:45-11:35	HS LUNCH 11:10-11:50	HS LUNCH 11:10-11:50	B 10:45-11:35	D 10:45-11:35
HS LUNCH 11:35-12:15		ADVISORY 11:50-12:35	HS LUNCH 11:35-12:15	HS LUNCH 11:35-12:15
E 12:15-1:05	G 11:50-1:20	WIN 12:40-1:25	A 12:15-1:05	C 12:15-1:05
F 1:15-2:05			G 1:15-2:05	B 1:15-2:05
G 2:10-3:00	C 1:30-3:00	D 1:30-3:00	E 2:10-3:00	A 2:10-3:00

Reporting of Academic Progress

Evaluation of student progress by members of the faculty is a continuous process. Teachers, in evaluating student achievement, consider many factors including tests, quizzes, project work, homework assignments, and classroom participation. CAS teachers observe student performance while providing daily opportunities for academic growth. Students, in partnership with parents and teachers, must take responsibility for their own academic progress.



Upper School Timeline of Academic Reports

Trimester 1	<ul style="list-style-type: none"> • 30% of overall grade, Grades 7-11 • 35% of overall grade, Grade 12
Trimester 2	<ul style="list-style-type: none"> • 30% of overall grade, Grades 7-11 • 35% of overall grade, Grade 12
Trimester 3	<ul style="list-style-type: none"> • 30% of overall grade, All Grades Transcript • final grades are recorded on official upper school transcripts • Final transcripts are given to senior students after graduation
End of Course Final Exam	<ul style="list-style-type: none"> • 10% of overall grade included in final transcript (only for grades 7-11)

Report Cards

Students' academic progress and grade point average are evaluated each trimester and shared electronically.

Transcripts

Transcripts are official school documents that contain the complete record of a student's upper school academic results. They are issued at the time of graduation and presented to graduates with their upper school diplomas. Transcripts contain yearly course schedules, grades, number of academic credits attempted and earned, annual GPA, overall GPA, and any approved transfer credits. Official transcripts are sent to universities based on requests from senior students. Seniors and transferring students may request printed copies of their official transcripts through the Business Office.

Academic Standing and Eligibility

Good Academic Standing

Students who maintain a grade point average (GPA) of 2.5 (with no failing grades or lose credit) or better and who have no failing grades are considered to be in Good Academic



Standing. This permits students to participate in after-school activities, athletics, and clubs, especially when it comes to travel associated with these activities.

Ineligibility

Eligibility is based upon Trimester reports. Students who have a GPA which is less than 2.5 or have one or more failing grades are not in Good Academic Standing and are considered to be ineligible. These students are not permitted to participate in after-school activities, athletics, and clubs. Students who are not able to remain in Good Academic Standing are referred to a student Support Team and may be recommended for Learning Support or other interventions.

Concern Status

Students who receive less than a 2.0 or have a failing grade (Below 60%), on their trimester report will receive a Letter of Concern. Students who receive this letter will be given the rest of the trimester to demonstrate they can meet the minimum academic requirements and achieve Good Academic Standing. Students who consistently demonstrate an inability to achieve Good Academic Standing will then be placed on Academic Probation.

Academic Probation

Students who receive less than a 2.0 or have a failing grade on their trimester report card will be placed on Academic Probation. Students on Academic Probation will be given one trimester to demonstrate they can meet the minimum academic requirements and achieve Good Academic Standing. Students who consistently demonstrate an inability to achieve Good Academic Standing will then be placed on Exit-Risk Status.

Exit-Risk Status

Students who receive less than a 2.0 or have a failing grade at mid-trimester progress report during second trimester will be placed on Exit-Risk Status. Students on Exit-Risk Status will be given the remainder of the trimester to demonstrate they can meet the minimum academic requirements and achieve Good Academic Standing. Students who consistently demonstrate an inability to achieve Good Academic Standing will be exited from CAS. Every effort will be made to ensure students are exited at the end of a trimester so that school records will be continuous and courses passed will be transferable to another school.

Participation in School Activities

Students who are ineligible or who are on Academic Probation or Exit-Risk Status are not permitted to participate in after-school activities, athletics, and clubs. To be cleared to participate, a student must be in Good Academic Standing and be free of academic concerns as reported by his/her teachers.

Due to the nature of international travel, visit visas, and commitments made to host schools, students who become ineligible to participate within 15 calendar days of a tournament, trip or culminating activity will be considered eligible for that particular event.



Student Withdrawal (Letter of dis-enrollment)

A student who is withdrawing from the school is required to fill out a “Withdrawal from School” form and have it signed by his/her parent(s) or guardian(s). These forms are available at the registrar’s office. Parents are reminded that tuition is due for the entire year regardless of the cause of withdrawal or dismissal. Tuition appeals must be sent directly to the Superintendent.



Grades and Grading Policy

Rounding of grades

CAS rounds the second decimal point in a final trimester grade, not the first decimal point. (Example: 89.67 rounds to 89.7 and is, therefore, a B+. This score does not round 89.7 to 90 for an A-.)

Other Grades Used at CAS

- I** A temporary grade indicating that work has not been completed by the student. If required work is not completed within a reasonable period of time (two weeks is the norm), this grade becomes an F.
- P** Used to award credit in unusual situations when credit is deserved but the student's work cannot be more accurately evaluated, or for certain courses that are graded on a Pass/Fail basis
- WP** Indicates that the student has withdrawn from a class they were passing at the time of withdrawal (used only in transfer cases)
- WF** Indicates that the student has withdrawn from the class he was failing at the time of withdrawal (used only in transfer cases)
- N** No Grade
- NC** Used on a transcript to indicate loss of credit due to failure to meet minimum attendance requirement of the course.

Extra Credit is not awarded on CAS's grading scale, nor can a grade exceeding 100% be assigned.

Summative Assessments

- 1) In line with the final reporting, all assessments are graded based on a 1 to 7 Scale.
- 2) Assessments should allow students access to the full range of achievement descriptors.
- 3) IB Diploma Teachers should scaffold assessment tasks through the program or adapt examination (end-of-course) criteria so that students in the first year of study have access to the full range of assessment grades as they move through the program.
- 4) Assessed work should vary in its purpose, and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
- 5) Feedback on assessments should be prompt (within 10 working days). A summative assessment on the same criteria should not be assigned until the previous assessment has been returned and reviewed.

Assessment Calendar

- All assessments must be scheduled on the Assessment Calendar for the relevant grade. Assessments must be scheduled at least one week previous to the date of the assessment. Students will have access to the calendars, which can be found on Schoology.
- Pop Quizzes may be allocated without notification; however, a Pop Quiz should not take more than 15 minutes of class time and may only count towards a portion of the ongoing assessment grade.
- All major assessments and midterm assessments should be scheduled at the beginning of each trimester. In special circumstances, these dates can be reviewed later in the trimester and changed in a staff meeting and by notifying students.



- Assessments cannot be given the week before scheduled exam weeks. In some cases, projects may be due during this time if sufficient time has been given for the students to complete the work.

Make-up policy

When students are absent from school due to an illness or school trip, they may make up work missed provided the absence is pre-approved or a medical excuse is turned into the office within three days of the absence. In the event that a student is absent on the due date of a long-standing project or assignment, they may still be asked to submit the assignment digitally.

Common Bottom Rules

The lowest grade a student can earn for work turned in on time is 50%. This includes assignments and summatives as well as assessments in standard level and IB level courses, but not finals. Work that is never turned in, or that is of such low quality that it is not gradable, may earn a zero or be required to be re-submitted at the teacher's discretion.

- Common Bottom does not apply to Trimester Exams.
- Feedback is essential for student learning at a minimum, so a grade assigned either a 0% or 50% should have the following comment:
 - AB = Absent
 - NHI = Not Handed In
 - DNA = Did Not Attempt
 - CB = Common Bottom

Late Work Policies

Late work is regarded as a behavioral issue distinct from academic performance.

Late Work Policy for assignments and formative work

- Teacher's discretion. This policy should be outlined in the course syllabus at the beginning of the trimester.

Late Work Policy for Minor, Major Assessments and Exams

- If a student misses an assessment or exam, they must have an excused absence as per the student handbook. The absence must be medically excused within 5 calendar days. The student must take the summative or exam during the makeup time for that subject.
- **Unexcused absences**
 - Students will earn a 0% for missing a summative or exam on the day it was scheduled. There is no retake for missing a summative or exam with an unexcused absence.
 - Retakes, resubmission, or corrections cannot be completed after this date

** Any scenario that occurs that is outside the above framework will be at the administrators' discretion.*



Academic Support Opportunities

Late work is regarded as a behavioral issue distinct from academic performance. Students in need of support to create time and space for schoolwork completion are assigned an Academic Support Opportunity (ASO), a mandatory remediation session that takes place during WIN time, after-school or Saturday mornings depending on the matrix. If a student does not hand in an assignment on the due date or hands in work that is of low quality or effort, a teacher can assign a student to an Academic Support Opportunity. ASO's are coordinated and run by upper school administration.

Irrespective of when the assessment is completed, once an ASO has been allocated, the student is expected to be in attendance for the whole ASO. During the ASO, the student is expected to complete the relevant assignment. It is collected by the upper school Administration and passed to the relevant teacher for grading. Once an ASO has been assigned, it cannot be removed from record. If a student does not attend an after school ASO, they will be automatically assigned a Saturday ASO.

The following system is in place per subject per student:

1st Missing Assignment	Email to parents
2nd Missing Assignment	Email to parents
3rd Missing Assignment	Email to parents and WIN request by principal
4th Missing Assignment	Email to parents and WIN request by principal
5th Missing Assignment	Email to parents, parent meeting, after-school ASO
6th Missing Assignment	Email to parents, after-school ASO
7th Missing Assignment and beyond	Email to parents, parent meeting, Saturday ASO

Saturday Assignment of ASO

A Saturday ASO is held in the cafeteria on Saturdays from 9:00am - 11:00am. The student is responsible for bringing all their schoolwork to complete at this time. If a student is finished with their work before the end of the ASO, they will work on study skills with the proctor.

Homework

"Homework" is defined as any task that a student is expected to complete outside of scheduled class time, whether or not it is formally assessed. This definition includes, but is not limited to, research, writing assignments, pre-class readings, practice/review questions, summarizing documents, preparing presentations, and reviewing for assessments (tests and quizzes). The work is designed to be quality time spent exploring connections to the curriculum and to engage students in learning. Homework should help students learn.

The major functions of homework at CAS

- Review and reinforcement of recently acquired knowledge and/or skills;
- Practice of applying recently acquired knowledge and/or skills;



- Preparation for upcoming classes (e.g. by reading or researching);
- Preparation for upcoming summative assessment tasks;
- Continuation of ongoing tasks (e.g. research, essays, lab reports, presentations).

The Amount of Homework

In the case of homework, more is not always better. The small body of research exploring effectiveness of homework at the upper school level indicates that two to three hours of homework per night is most effective (Cooper 1989, 2006). Obviously, homework may take considerably longer (and be less effective) if students are distracted, including by technology. These homework time limits are intended to allow all students some discretionary study time on weekends, beyond their formally assigned homework. Some students – especially those enrolled in IB courses – are expected to receive more homework than in other courses.

Teachers are expected to

- Specify details of the homework task(s) before the end of the class and allow time for clarification; confirm the homework task(s) and required resources on course pages by 3:30 pm on the day work is assigned (preferably before the end of the class).
- Make it clear what the students are expected to learn.
- Provide guidance about how to complete the homework task.
- Provide an estimate of how long the homework should take to complete.
- Specify the due date and assessment criteria (if it will be assessed).
- Respect the times above and avoid adding additional tasks to ongoing assignments.
- Communicate with colleagues and students about the timing of major assignments and assessments to avoid periods of unreasonable workloads.
- Carefully consider the rationale for any assigned summer work. If summer work is assigned, it is to be directly related to the course curriculum.
- Take time during each subsequent class to explore what was learned and address questions and misconceptions. Homework is most effective when accompanied by teacher feedback.

Students are expected to

- Use study time effectively – in class, during study periods, and at home – by focusing on the tasks without distraction.
- Actively engage with the work through reflecting on questions including:
 - Is there anything that needs to be practiced that will make you feel more confident about the current learning?
 - Is there anything you find particularly interesting that you would like to spend more time on?
 - Is there anything you need to prepare to be able to continue to learn the next class period?
 - What have you learned today? Bring any questions or new ideas to the next class.
- Communicate proactively with teachers to ensure that assignments are understood and progress is made prior to the due date. Students sending emails after school hours or asking teachers to grade assignments that were handed in late are not permitted.
- Review course material regularly, rather than “cramming” for tests at the last minute.
- Plan ahead: certain periods (e.g. the end of a trimester, the week before a holiday) may be busier than others, so students must plan ahead and manage time effectively.
- Make steady progress on major assignments, including communicating progress to teachers, rather than leaving them to the night before they are due.



- Commit to their own wellbeing in the form of a good diet, regular exercise, and adequate sleep.
- Be respectful and accountable in discussing their academics and grades. Students soliciting and/or repeatedly pressuring teachers for additional points may result in a consequence.

Parents are expected to

- Show interest and support homework assignments (both the degree of progress and the learning goals). Parents are not expected to be homework police.
- Support their children's studies at home, both emotionally (encouragement) and practically (providing a suitable location for focused study, helping ensure that their children can study effectively).
- Support realistic academic goals and recognize that success in school is not directly proportional to the amount of time spent on homework.
- Recognize that CAS upper school commitments alone – academic demands, after school activities, and commuting – contribute to very busy lives for our students. Additional expectations, such as outside tutoring or language classes, inevitably reduce the amount of time that a student can focus effectively on their commitments.
- Let children make mistakes and experience "successful failures". Recognize that a missed assignment or poorly done homework assignment every now and then is not going to hurt your child in the long run. Parents can help students organize their time or prioritize assignments, but when parents regularly deliver forgotten assignments to school or step in to rescue a child at the last minute, they may be denying the student the opportunity to develop resilience and fortitude.

Non-Academic Assessment

In addition to academic assessment, students at CAS are assessed for their non-academic performance. These assessments are in the areas of Effort, Conduct, and Personal Habits.

Each trimester, students are assigned a holistic grade ranging from 1 to 4 for each course they are enrolled in. If students achieve a grade of 1 in any area in any program for a trimester, a meeting with the teacher, parents, and students will be organized to address the area of weakness. If a student achieves a grade of 1 in any area in more than one subject, a meeting between administration, parents, and students will be organized to address the areas of weakness. Additionally, certain privileges will be revoked, such as participation in extracurricular activities such as sports.



CAS Holistic Effort Rubric

4	Exceeding	Student consistently demonstrates best effort in the classroom. The student consistently demonstrates persistence and perseverance in his or her work, positively responds to feedback, and shows genuine interest and curiosity in learning and growing. In addition, student consistently participates in class discussion, is actively engaged in learning tasks, turns in all completed class work and homework assignments on time, and is prepared for class. The teacher does not have to remind the student and can always count on the student to be working as expected, giving best effort at all times.
3	Meeting	Student usually demonstrates best effort in the classroom throughout the term. The student usually demonstrates persistence and perseverance in his or her work, positively responds to feedback, and shows genuine interest and curiosity in learning and growing. In addition, student usually participates in class discussion, is actively engaged in learning tasks, turns in all completed class work and homework assignments on time, and is prepared for class. Once in a while the student may need a teacher reminder or prompt to continue giving best effort.
2	Approaching	Student sometimes demonstrates best effort in the classroom throughout the term. The student sometimes demonstrates persistence and perseverance in his or her work, positively responds to feedback, and shows genuine interest and curiosity in learning and growing. In addition, student sometimes participates in class discussion, is actively engaged in learning tasks, turns in all completed class work and homework assignments on time, and is prepared for class. There may be an attempt on the part of the student, but requires prompting on the part of the teacher.
1	Beginning	Student rarely demonstrates best effort in the classroom throughout the term. The student rarely demonstrates persistence and perseverance in his or her work, positively responds to feedback, or shows genuine interest and curiosity in learning and growing. In addition, student rarely participates in class discussion, is engaged in learning tasks, turns in all completed class work and homework assignments on time, or is prepared for class. The student often requires prompting to give best effort and lack of effort is affecting academic achievement.



CAS Holistic Conduct Rubric

4	Exceeding	Student consistently respects other people's opinions, feelings, ideas, and property (i.e. refrains from bullying, name calling, laughing at, making fun of, etc.); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self-control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty.
3	Meeting	Student usually respects other people's opinions, feelings, ideas, and property (i.e. refrains from bullying, name calling, laughing at, making fun of, etc.); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self-control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty. Student may consistently demonstrate some of these behaviors but at times may be inconsistent or require reminding or prompting from the teacher regarding one or more of the habits.
2	Approaching	Student sometimes respects other people's opinions, feelings, ideas, and property (i.e. refrains from bullying, name calling, laughing at, making fun of, etc.); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self-control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty. Student may usually demonstrate some of these behaviors but may require frequent reminding or prompting from the teacher regarding one or more of the other habits. Teacher may have had a conference with parents. Student may have had more than one meeting with principal and/or discipline report.
1	Beginning	Student rarely respects other people's opinions, feelings, ideas, and property (i.e. refrains from bullying, name calling, laughing at, making fun of, etc.); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self-control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty. Student requires frequent reminders or prompting from the teacher and still only occasionally demonstrates these behaviors. Teacher may have had a conference with parents. Student has had numerous meetings with principal and/or discipline report. A student may have demonstrated illegal behaviors or repeated severe behaviors as outlined in the CAS upper school Handbook. A student at this level is considered to have unsatisfactory, or "failing" conduct.



CAS Holistic Personal Habits Rubric

4	Exceeding	Student consistently wears the complete uniform and adheres to CAS grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.) picks up after himself or herself, and is on time for all classes. Student respects school property and supplies, as well as the property of other students and staff. Student always comes to class prepared with the materials he or she needs for learning.
3	Meeting	Student usually wears the complete uniform and adheres to CAS grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.), picks up after himself or herself, and is on time for all classes. Student respects school property and supplies, as well as the property of other students and staff. Student always comes to class prepared with the materials he or she needs for learning. Student may consistently demonstrate some of these habits but at times may be inconsistent or require reminding or prompting from the teacher regarding one or more of the habits.
2	Approaching	Student sometimes wears the complete uniform and adheres to CAS grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.), picks up after himself or herself, and is on time for all classes. Student mostly respects school property and supplies, as well as the property of other students and staff. Student sometimes comes to class prepared with the materials he or she needs for learning. Student may usually demonstrate some of these habits but may require frequent reminding or prompting from the teacher regarding one or more of the other habits
1	Beginning	Student rarely wears the complete uniform and adheres to CAS grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e. cubby, desk, locker, backpack, etc.), picks up after himself or herself, and is on time for all classes. Student does not consistently respect school property and supplies, or the property of other students and staff. Student rarely comes to class prepared with the materials he or she needs for learning. Student requires frequent reminders or prompting from the teacher and still only occasionally demonstrates these habits



Academic Awards

Presidential Awards

Gold Presidential Award for Academic Excellence

Awarded at the start of a school year based on the results of the previous academic year at CAS (full year GPA and standardized tests). Awarded to students who have earned a grade point average of 3.85 or higher and have scored in the 85th percentile or higher on a standardized test such as PSAT, or SAT. Nominations are not accepted for this award; it is presented based on these criteria.

Silver Presidential Award for Academic Achievement

Awarded at the start of a school year based on the results of the previous academic year at CAS (full year GPA and standardized tests). Awarded to students who show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects. Additionally, these students carry a GPA of 3.5 or higher and standardized test scores in the 75th percentile or higher or they have received a teacher or Principal Nomination.

High Honor Roll, Honor Roll

Students achieving this distinction are recognized with a certificate at the end of each trimester. Students with a grade point average of 3.75 or higher on a report card qualify for the High Honor Roll, while students with a grade point average of 3.50 or higher on a report card qualify for the Honor Roll. Students who lost credit due to attendance do not qualify for honor roll.

THE OUTSTANDING ACADEMIC ACHIEVEMENT AWARD (PREVIOUS RENAISSANCE AWARD)

Honors the student who has a well-rounded body of knowledge in Grades 7-12 by having displayed mastery of our rigorous high academic standards of '5's' and above in all subjects in all three trimesters.

THE ACADEMIC ACHIEVEMENT AWARD (PREVIOUS COBRA SCHOLAR AWARD)

Honors the student who has a well-rounded body of knowledge as demonstrated in Grades 7-12 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 trimester.

THE OUTSTANDING EFFORT AWARD

Honors the student, in Grades 7-12, who has received non-academic grades of meeting and exceeding expectations during all 3 trimesters.

The recipients of the following three awards are identified by individual teachers and agreed upon by the entire Upper School faculty. These awards are presented to eligible Grade 7 - 12 students.

THE CREATIVITY AWARD

Given to students who work creatively in any or all of the various disciplines, not only in the fine arts. It is the active engagement in work, along with an unusual talent to think imaginatively, that marks the creative student.

THE FACULTY AWARD

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 present this award to 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 Upper School faculty must follow. These awards are presented to eligible Grade 7 - 12 students.

THE STUDENT-ATHLETE AWARDS

Given to the outstanding male or female athletes. 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/field, good sportsmanship, a positive attitude, and willingness to contribute to the CAS sports and academic program.

The following award is given in recognition of Mrs. Anne Osman's support for the Arts at Casablanca American School. The Recipients of this award are identified by the Art Department. This Award is presented to eligible Grade 7 - 12 students.

ANNE HEALY OSMAN DIRECTOR'S AWARD FOR EXCELLENCE IN THE PERFORMING OR VISUAL ARTS

The recipient of this award 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 Upper School Student Council.

THE UPPER SCHOOL TEACHER APPRECIATION AWARD

An award presented by students to an exemplary teacher 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.



Curriculum and Course of Study

The curriculum at CAS is designed to offer a full range of college-preparatory subjects and provide a sound academic background for those students who do not intend to pursue a college education.

The academic year is divided into three trimesters with final grades at the end of each trimester. Most courses are a full year in length, but some courses meet for one trimester only. One-half credit is granted for successful completion of a trimester course. All upper school students must fulfill graduation requirements to earn the CAS Diploma. Students are advised by their counselors, who guide them towards their academic and personal goals.

Academic Honesty Policy

The purpose of the academic honesty policy is to enable the CAS to promote academic integrity, to encourage students to honor education, and to take a consistent and equitable approach to academic honesty amongst staff and students.

Definitions

Plagiarism: a piece of writing or other work reflecting unauthorized use or imitation act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work.

Duplication: a copy exactly like an original. Anything corresponding in all respects to something else. Copying from any source such as the internet or from someone else's work.

Theft: the act of stealing; the wrongful taking of another's property.

Cheating: taking an examination or test in a dishonest way, as by improper access to answers; deceiving; influencing by fraud; practicing fraud or deceit.

Collusion: a secret agreement, especially for fraudulent or treacherous purposes. A secret understanding between two or more persons to gain an unfair advantage.

Lying: the telling of lies, or false statements; untruthfulness.

Sabotage: any underhand interference with production, or work.

Obstruction: something that obstructs, blocks, or closes up with an obstacle. The act of deliberately preventing business.

Rights and Responsibilities

• Teachers:

- Have the responsibility to educate students about the honor code.
- Have the responsibility to inform students about the classroom policies at the beginning of the year through the course syllabus.
- Have the responsibility to remind students frequently and clearly about classroom expectations.
- Have the responsibility to report any academic dishonest behavior observed during the same school day.



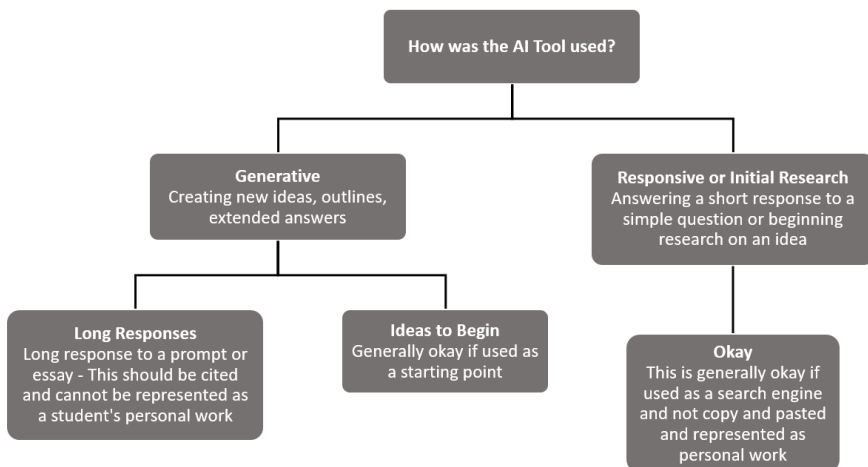
- Have responsibility to teach students how to avoid plagiarism in their academic work.
 - Have the right to be trusted when reporting violations.
 - Have the right to give consistent consequences.
- **Students:**
 - Have the responsibility to understand the Honor Code and commit to it.
 - Have the responsibility to sign the Honor Code Pledge.
 - Should expect serious consequences for any academic dishonest behavior.
 - Have the responsibility to report any academic dishonest behavior observed during the same school day.
 - The reporter has the right to confidentiality when reporting an Honor Code infraction.
 - Have the right to defend themselves if accused of being dishonest.

Honor Code Pledge

"I pledge, on my honor, this is my original work or has been properly cited, and I have not given or received any unauthorized assistance or prior knowledge on this assignment/examination."

- Students are asked to write the pledge by hand as well as to sign it on every major assignment, assessment and examination.
- The purpose of asking students to write the Honor Code Pledge by hand is to promote a period of serious reflection at the beginning or end of an academic exercise. Additionally, by writing the pledge and not just signing their name, they are actually reading and comprehending the words of the Honor Code Pledge.
- Students will not be penalized for refusing to write or sign the pledge. If a handwritten Honor Code Pledge and signature do not appear on an assessment or examination, faculty members should ask the student for an explanation, encouraging teachers and students to discuss the importance of academic honesty.

ACADEMIC HONESTY USING AI TOOLS



Consequences for Violating Academic Honesty

Minor Infraction:

A minor infraction is an academic honesty violation in which a student has attempted to cheat or deceive a teacher on a formative assessment or assignment. A minor infraction is including but not limited to:

- Homework
- Classwork
- Rough draft
- or any assignment deemed preparatory for a summative assignment

When a minor infraction is committed, the student will serve a Monday Zero Hour and a parent meeting will be requested. Three minor infractions total, across all classes, equal one major infraction and could lead to expulsion if necessary.

All work for any minor academic honesty violation must be redone and resubmitted. This includes the work of the student who submitted the copied work and, potentially, the student from whom the material was copied. Resubmitted work done with good effort will be eligible for a score of common bottom.

Major Infraction:

A major infraction is an academic honesty violation in which a student has attempted to cheat or deceive a teacher on a summative or benchmark assessment. A major infraction is including by not limited to:

- Cheating
- Inappropriate use of technology on a summative
- Inappropriate citing on a summative
- Sharing answers or topics covered on a summative with another student who has not taken the summative

When a major infraction is committed, the student will serve a Saturday Zero Hour and this will be on a student's record, a parent meeting will be requested, and the school may notify colleges and universities. On the third major infraction, the student will be recommended for expulsion.

All work for any major academic honesty violation must be redone and resubmitted. This includes the work of the student who submitted the copied work and, potentially, the student from whom the material was copied. For the first offense, work resubmitted will not be eligible for a full grade, but rather it will be eligible to earn up to 85% of the earned grade. For example, if a student were to redo a summative essay worth 100 points, a score of 90% on the summative essay would result in a score of 78% after the penalty.

For the second offense, the work must be redone and resubmitted with good effort and will be eligible for a score of common bottom. If the work is not completed, a score of 0 will be recorded.



For the third offense, the student will be recommended for expulsion and the work will receive a zero.

Programs and Services

School Counseling Services

The CAS upper school Counseling program is a comprehensive program that promotes and enhances the learning process of all students in grades 9-12 to ensure their academic, career, and personal/social development. The goal of the school counselors is to support all students in the active pursuit of their dreams, maintain a positive learning environment, and to encourage all students to become lifelong learners.

Upper school counselors help students with university readiness, academic outcomes, and socio-emotional skills. Counseling and advisory services are available to all students. Appropriate referrals will be made to qualified family counselors or other professionals as necessary.

Student Support Services Department

Learning Support

The upper school Learning Support (LS) professionals provide services for students with mild to moderate levels of learning and/or cognitive difficulties, including students with impairments in the areas of speech, language, hearing, sight, and orthopedics. LS services carry an extra fee in addition to CAS tuition which is based on the level of a student's need.

Specific services include enrollment in an LS course, individualized learning plans (ILP), and accommodations such as push-in assistance for students who necessitate on-the-spot support in class, or pull-out assistance for students who need private, individualized instruction outside of class.

Curriculum modifications may also be implemented, as deemed necessary by a student Support Team (SST) made up of administrators, LS faculty, and teachers. This level of support may necessitate modified report cards, transcripts, and a modified upper school diploma, referred to as a General Diploma.

School Nurse

A registered nurse is available at school throughout the school day. Matters pertaining to student health should be directed to the school nurse.

Students should visit the nurse only if there is a true medical need. The nurse's office is not a place to be resting during the school day. Students must create a SmartPass before reporting to the nurse's office. For safety and security, student location must be known at all times. **Stopping by the nurse's office without a pass or using the nurse as an excuse for not being where you are supposed to be is not acceptable**



behavior and may result in a behavior infraction depending on the behavior and situation.

Please use good parental judgment when sending your child to school. If your child has a fever (above 37.8), is vomiting, has diarrhea, a rash, or a contagious illness, please keep him/her at home. A good rule of thumb is to keep students' home until they have been symptom free for 24 hours, or fever free for 24 hours without using fever reducing medication.

All prescribed medication is to be checked in with the Nurse's Office. Medication may be administered at school with a doctor's signed authorization, prior written permission from a parent/legal guardian and under the supervision of the school nurse. Forms are available in the school office. Misuse and/or possession of prescribed drugs is also considered an act subject to disciplinary action.

Student Injury or Illness at School

If students become ill or are injured during the school day, the School Nurse will administer first aid and simple medication as required. In the event that a student is required to go home or be taken to a medical facility, parents will be contacted. Students who are ill or injured will not be permitted to leave the campus without first reporting to the Nurse's Office.

Library

The CAS Libraries exist to support students, their families, administration, and faculty and staff in their respective educational, research, and leisure pursuits with the goal to provide collections, services, and programs that support the curricular, informational, and recreational needs of the CAS community.

Students, faculty, staff, and parents may check out items from the CAS Library system with their CAS school ID card. Resources can only be checked out under a patrons own account; this includes parents and staff. Any person without an CAS badge may be denied the privilege of checking out items.

Upper School students may have up to 10 items checked out at a time. The loan period for all materials is 21 days (three weeks). If a patron has an overdue book, they are only allowed to take one additional book at a time until the borrowing limit has been reached. Renewals are allowed as long as there are no holds placed on the material. Patrons are responsible for the care and timely return of any item that is checked out under their account.

The CAS Library system charges fines for lost and damaged items. If any item is returned damaged beyond repair, this includes stained or water-damaged materials, the patron is responsible for the replacement cost of that item. If a lost item is located and returned to the library, the fee paid for that item will be refunded. A patron can replace lost or damaged library materials with a newly purchased item of the same format and title, i.e. a book must replace a book, an audiobook cannot replace a physical book. Patrons can replace classroom literature novels, from the textbook room, with a newly



purchased item but it must be of the same ISBN number and cover type, i.e. a hardcover book for a hardcover book. Patrons can only pay for lost/damaged textbooks, they cannot buy replacement copies.

Patrons consent to abide by the terms of the CAS Library Policy by using the library space and any of its resources, including textbooks.

It is a privilege to use the library. Patrons need to be respectful of each other, the space, and the library resources and behave in a manner that does not disrupt others. Students, faculty, and parents are free to use the library as a collaborative space, which includes open conversation at a reasonable volume. Headphones need to be used with all electronic devices. Food and running is not permitted in the libraries and patrons should keep the space tidy.

Patrons not complying with these guidelines might have their library privileges limited and/or may be asked to leave the library. If a behavioral situation escalates, the matter will be reported to the appropriate instructors and/or divisional administration.

Attendance

Daily student-teacher and student-student interaction is the foundation for learning at CAS. We believe this interaction is essential and irreplaceable in learning, therefore there is no replacement for time in class. Both EXCUSED and UNEXCUSED absences negatively impact a student's educational development. In order to receive course credit, students must attend 85% of each of their classes each trimester.

Absences for illness, family trips, early departure for vacation, late return from vacation, etc., totaling ten (10) or more days in a trimester may result in a loss of credit. Absences are tallied separately for each class a student is registered for. Each case is reviewed on an individual basis with the final decision being made by the upper school administration. When credits are lost due to lack of attendance, a note is placed in the student transcript.

We also believe participation in co- and extracurricular activities are an integral part of the educational experience. Therefore, absences due to students representing the school at official sporting events, school-sponsored trips such as MUN, class field trips, or school-hosted college visits are considered *school-related* absences. These absences do not count against the student's total for the trimester.

The School Day

The school day runs from 8:00 a.m. until 3:00 p.m. All students are expected to be in their first period class and seated by the time the bell rings at 8:00 a.m. Students who arrive at school after the bell are considered to be tardy and must report to the upper school office immediately after their first period class.



Students who are late to school or absent from school must provide written notification, signed by a parent, explaining the reason and the date of the tardiness/absence. The note should be shown to the student's teacher and then submitted to the upper school administrative assistant immediately after the first period. Alternatively, a parent can email or phone the upper school administrative assistant to advise of the tardiness/absence.

Parental notification of absences must be received within one week of the absence. In the case of concerns about the frequency or number of days of a given period of absence, the administration may require a doctor's note of explanation.

Parental notification of pre-planned absences must be received along with a completed Planned Absence Form 48 hours prior to the absence. In the case of concerns about the frequency or number of days of a given period of absence, the administration may require a doctor's note of explanation. With the submission of a planned absence form, a student can submit assignments and assessments before they leave which may not be the case if the absence is unexcused.

The administration must be notified at least 48 hours in advance of any anticipated absences for reasons other than illness or family emergency. School holidays are provided in our school calendar; therefore the school cannot guarantee that students will be able to make up all missed work for classes missed as a result of additional or extended family vacations. If the planned absence form is not submitted at least 48 prior to the extended family vacation and arrangements are not made to complete any summative assessments that take place during the absence, the student will not be able to make-up any missed summative assessments.

Excused/Unexcused Absences (AE, AU)

Absences other than for illness, emergency, or official school-related activity, must be pre-approved by the school administration in order to be excused. An excused absence may be granted after a note, phone call or email is received from the parent/guardian. Such notification must be made within five days of the absence. If a student has a valid reason for being absent from school, she/he should obtain an admit slip from the upper school office. Students who miss three or more consecutive days of school or have excessive absences will be asked to provide a note from a physician to validate time missed from school.

Parent notes, emails or phone calls will not excuse absences when summative work has been missed. Summative work may only be made up if the student has a medical excuse (an original sick leave report from a doctor) or if the absence is pre-approved (AE, XE, XA).

Students who become ill during the school day should report to the school nurse. The nurse will determine if the student will be sent home or if the student is fit to remain at school. Students should not contact their parents on their own. A student will only be sent home if a parent or a designated emergency contact can be notified by the school nurse. It is important that the person designated as the emergency contact number can



be easily reached and is clearly stated on the student's registration form. Students sent home by the school nurse are given medical excused absences and are expected to stay home for as long as they or a doctor recommends.

Other Types of Absences (MD, SRA)

Extended absences for medical reasons may be excused (MD) and not included in the student's attendance tally. Absences due to school related travel (SRA) are not included in the student's attendance tally.

Attendance Code of DNP - Not Prepared, Not Participating

- DNP = 1 tardy. This is on the same scale as our tardy discipline matrix
- 3 DNPs = 1 absence NP (Not Prepared)

A student can receive an DNP when the following are observed (non-exhaustive list):

- student did not participate in class activities.
- student was in the restroom for a prolonged period of time.
- student does not dress out for PE.
- student misses the critical part of the lesson.
- student is not prepared for class, i.e. student does not have a calculator, instrument for band, charger for laptop, etc.
- student is sleeping in class.
- student is distracted or distracting other students.

Expectations of participation

A student is considered present and/or participating when the following, although not limited to, expectations are observed:

- A student attends class and shows up on time.
- A student has the appropriate tools and materials needed for class.
- A student is present for the entire duration of the class.
- A student is contributing to the class lesson, discussion, work, etc.
- A student is using class time wisely and does not distract from the learning environment.

If a student doesn't follow these expectations, they risk receiving an DNP from the observing teacher.

Admission to Class

Students who arrive at school late for any reason, must report to the HS office in order to obtain a pass before going to class. Students who arrive late due to a doctor's appointment must provide a doctor's note to the school administrative assistant in order for the attendance code to be medically excused.

Tardiness

Students who enter class after the starting time are tardy. Arriving to class late, regardless of the reason, has an impact on instruction and therefore all students'



academic achievement. A student must have a pass from the school office. Any student arriving 10 minutes or more late, will be counted absent. Any student arriving more than 15 minutes late may face disciplinary action in addition to the natural consequences as outlined in the Tardy Policy. Students who arrive late and directly go to class without getting a pass will automatically get an Absence Unexcused (AU). Once a student has accumulated three unexcused tardies, this will be counted towards an absence and result in a Zero Hour.

The following matrix is calculated by the TOTAL amount of tardies a student has in a trimester:

- Three tardies in any class accumulate in one Monday Zero Hour
- Three tardies to one class accumulate in one Monday Zero Hour and an absence to the class.
- Students who fail to show up for Zero Hour will be rescheduled to another Monday Zero Hour. If failure to be present for the rescheduled Monday Zero Hour they will be required to attend a Saturday Zero hour a parent conference will be required.

Truancy

A student with any unexcused absences is considered truant. Truancy has major consequences which range from Zero Hour to in-school suspension and parent involvement. These consequences are outlined in the Behavior / Consequence Matrix.

Hall Passes

Students are expected to be in class during instructional time. Teachers and office staff must issue passes in order for students to be out of class. Any student found outside of class without a valid hall pass will be considered to be truant.

Class Attendance & Participation in Activities/Events

In order to participate in any school event (athletic practice or tournament, contest, concert, play, social, MUN, etc.) a student must attend the entire day of school on which the event takes place. Extenuating circumstances may be reviewed by the administration. Students not attending class may be restricted from participation in the event and may be subject to appropriate consequences for skipping class.

Make-up Work

Excused Absences (XE, XA)

Students who have a school-related or medical absence from class will be allowed to make up missed work according to the following guidelines:

- If the student was present in class when a benchmark or summative was announced and/or it's present on the posted UDP and was absent on the day that the benchmark or summative was due or test/quiz given, the student must turn in or take the summative on the day of his/her return to that particular class.
- Students anticipating an absence from school due to a medical condition or family circumstances must complete a Planned Absence Form and submit one copy to the



office 10 days prior to the planned absence. It is the parent's responsibility to advise the school office of the anticipated absence of a student, well in advance of the absence. Failure to do so may result in the student not being allowed to make up work for credit.

- Students with a school related or medical absence will be allowed to make up their assignments and are allotted one school day for each day absent to make up assignments. It is the student's responsibility to contact teachers regarding missed assignments and tests to be taken.
- Students will also be marked with School Related Leave for study leave which occurs for two to three calendar weeks before the start of IB examinations at the end of year two of the program.

Unexcused Absences

Students returning to school after an unexcused absence will not be eligible to make up missed work. Grades for long-term assignments may be prorated with approval of the principal.

Early Leave Policy

There are no provisions at CAS for the early administration of finals. The only exception will be for emergency family leaves approved by a school administrator. If a family decides to have a student leave early, it is possible that this may have a negative effect on the student's grades for the trimester. There are no special arrangements for final exams without administrative approval.

Repeated Classes

The grade of F in any class earns no credit. If a student earns an F grade in a required course, s/he must retake the course and earn a grade of D- or better in order to meet the minimum graduation requirements of CAS. When a course is retaken, both the previous and new grades are reflected on a student's transcript. As such, both the previous grade and the new grade are used when calculating quarterly, trimester, and cumulative grade point average.

Credit Retrieval / Make-Up Credits

The maximum number of credits accepted from outside CAS for the purposes of credit retrieval or remediation is two. Credit retrieval may be accomplished through online courses via VHS Learning during the school year or during summer school. In both cases students must adhere to the following criteria in order for the credit to be transferable to an CAS transcript.

- The course is pre-approved by the student's counselor and the upper school Principal, **and**
- The course is offered by an accredited program, **and**
- A 70% or better is earned
- The failing grade is not removed from the transcript; the credit retrieval grade is added
- This additional grade is Pass/Fail (P/F) and does not affect GPA. It is counted for graduation credit totals.



While we encourage enrichment courses for personal growth and academic acceleration, courses taken for enrichment or advancement do not count for credit at CAS and there is a limit to how many credit hours can be made up in this way.

Standardized Examinations

CAS uses the Measures of Academic Progress (MAP) test developed by the Northwest Evaluation Association (NWEA) in order to monitor student performance in relation to US National and International School norms. The MAP test is administered two times each year to students in grade 7-10. Grades 8, 9, 10 and 11 students take the Preliminary Scholastic Aptitude Test (PSAT). CAS is an approved College Board and ETS closed-test site and CAS students are able to take the SAT and TOEFL exams on campus without competing with non-CAS test takers for seats.

Activities

Interscholastic Athletics and Activities

CAS offers many opportunities to be part of a team, club or other student organization. All students are encouraged to join and take an active part in the club or activity of their choice and interest. Information regarding athletics, arts, and activities will be presented to students throughout the year. All leadership, activities and athletic groups will agree to and follow guidelines of the **CAS Code of Conduct as well as the Athletics and Activities Handbook**.

Students trying out for teams are subject to age, academic and behavior eligibility requirements as per the by-laws established by the conference concerned.

Students must be present for a full day of school to attend practice and/or a game. This includes the day that a student is traveling, they must attend school until the designated release time as indicated by the Athletic Department. Please refer to the athletics handbook for other information on eligibility.

Students are expected to be in Good Academic Standing which means the student has no grades below a 70% and a GPA above a 2.5. If a student is not in Good Academic Standing, they will have 15 days to obtain that standing. If a student fails to maintain this status, they will not be allowed to travel or practice with their team until achieving Good Academic Standing by the date determined by administration.

Traveling students are responsible for schoolwork missed while traveling and may make up work in accordance with the Make-up Work policy of this handbook. Students must have attended scheduled classes the day of any scheduled event/activity. In the event of a late night/early morning return to Casablanca, students are given a ten-hour recovery period after which classes must be attended as normal.



Hosting

Students who qualify for participation in a school activity are expected to host a student or students from other schools when CAS hosts an interscholastic event on campus.

Rules for After-School and Evening Activities Hosted at CAS:

- Once a student goes out to the parking lot or otherwise leaves the supervised area, he or she may not return to the event.
- Students may not be in possession of any tobacco products or paraphernalia, or any other material not allowed in the handbook.
- All students must have CAS student IDs and guests must provide photo-identification.
- Dress must be modest and appropriate.

Student Behavior Guidelines

At CAS, we know that positive growth and learning is most successful when the parents of the student are active and supportive partners with the school in this process.

Management of student Behavior

Guidelines

1. Students and faculty are expected to ensure teaching and learning are the primary focus at CAS.
2. Students are responsible for their actions. This means they should understand they will be held accountable and will face consequences for inappropriate behavior.
3. It is understood that students, like adults, will make decisions and take actions at times that are inappropriate or unwise and that learning can take place from these actions.
4. Consequences for inappropriate behavior, as much as is practicable, will be consistent and cumulative.
5. While consistency is a key component when managing student behavior it is understood that each case is unique.
6. Management of student behavior is applicable during regular school hours or when students are associated in any way with CAS, such as traveling to or from school or when attending any school associated activity.
7. Our support, guidance, and concern for the learning of students does not stop at our school gates, nor does a student stop being a member of the CAS community when they leave campus. Students, who are engaged in unlawful activity, or acts of intimidation or physical violence, shall be subject to appropriate school disciplinary policy that pertains to on-campus behavior. Fighting, bullying, cyber-bullying or any such events that take place off campus and affect student relationships or productivity on campus are subject to consequences as outlined in the Behavior/Consequence Matrix.



8. Confidentiality in any discipline matter is imperative but relevant parties will be informed about a student that is involved in a discipline issue, so they are aware and able to support the student if needed.

Student Rights

Students have the right to:

1. be spoken to in a respectful manner by faculty and staff at all times;
2. a safe environment for learning in all school activities;
3. a fair process in relation to having consequences administered for inappropriate behavior;
4. a level of confidentiality relevant to the inappropriate behavior;
5. appeal any consequences for inappropriate behavior by using the appropriate process.

Responsible Use Policy

It is important for students to read and understand the Responsible Use Policy. These guidelines are intended to protect the interests of both the individual students and the school. Students who violate these guidelines may lose access to school computers and/or CAS network and internet access. Please see the full [Responsible Use Policy](#) for specific details.

Assembly Behavior

All students are expected to attend scheduled assemblies. Students will be seated by advisory in the auditorium and advisory teachers are expected to sit with their students. Students are expected to be considerate of guest presenters and others attending the assembly by behaving in an appropriate, respectful, quiet, and attentive manner. Eating or drinking is not allowed during assemblies. [Audience members](#) are to arrive on time, remain seated, and applaud appropriately.

Banned Items

The following list of items are banned from CAS: fireworks, stink bombs, matches, cigarette lighters, needles, vaping instruments and weapons (or toys that look like weapons) of any kind. Possession of a weapon or a facsimile of a weapon will be cause for disciplinary action. This is not a comprehensive list, but intended to provide some insight into what is and isn't appropriate to bring to school.

*****Depending on the severity of the prohibited item, suspension or possible expulsion may result as determined by the Administration.*****

Harassment and Bullying

At CAS, it is expected that all community members will be free to learn, teach and work in a safe, secure and non-threatening environment based on mutual trust and respect. This includes respect of personal feelings, the traditions and customs of religions and cultures, and gender. Each member of the CAS community is expected to be responsible for his/her own behaviors, to exercise self-discipline, and to refrain from behaviors which interfere with other members' right to learn and



work in a safe and healthy environment. This policy extends beyond the school day and grounds, should it impact the security and learning of CAS students and will be handled on a case by case basis.

Harassment: is any behavior or comment that is known, or should be known, to be inappropriate, unwanted, demeaning, or cruel that makes the victim, or target, feel uncomfortable, embarrassed, threatened or humiliated. It can include negative comments or messages (written or via technology), putdowns, sexual references, gestures, name calling, humiliation, mean tricks or any action/communication that are interpreted in a negative manner. Harassment is sometimes a single act, but more often is composed of repeated acts performed over time.

Bullying: is a form of harassment that is characterized by repeated and escalating incidents of purposeful and hurtful actions, either direct or indirect, that make it more and more difficult for the victim to escape. Victims live with fear and anxiety, not knowing when or how serious the next 'attack' will be. Bullying is a distinct form of aggressive behavior where the "bully" is perceived to have more power than the victim. Bullying may be physical, verbal, social, sexual, gender, or cyber/technology based.

Cyberbullying: Cyberbullying is the use of email, instant messaging, chat rooms, cell phones, or other forms of information technology to deliberately harass, threaten, or intimidate someone. Cyberbullying can include acts such as making threats, sending provocative insults or racial or ethnic slurs, attempting to infect the victim's computer with a virus, and flooding an email inbox with nonsense messages.

Consequences: Any form of harassment, bullying or violation of the Responsible Use Policy (RUP) will not be tolerated at CAS. Any such incident should be reported to a teacher, counselor, or principal. Students who are found to be in violation of the school policy of harassment, bullying, or the Responsible Use Policy will be subject to appropriate disciplinary action depending on the circumstances of the case. Serious cases could be subject to suspension or expulsion.

Follow Up Activities: After the investigation and substantiation of an incident, the actions taken by the school will be communicated directly to all parties involved including appropriate faculty/students as well as parents/guardians of the victim, perpetrator and witnesses (as applicable).

In addition, CAS will offer proactive and sympathetic support to those directly involved. All incidents/actions will be documented to assess the effectiveness of CAS's interventions in enforcing a policy of zero tolerance for harassment and bullying. In an effort to stop all future Harassment, Intimidation and Bullying (HIB), consequences for such behavior will include the completion of a HIB checklist to ensure the behavior is not repeated. (Appendix A).

This applies to Google Classroom posts and all social media outlets.



Cafeteria

Students are responsible for cleaning up all their food and trash within the designated eating areas. students may not have lunch, or any other food delivered to school from outside sources without prior administrative approval.

Language of Instruction

English is the language of instruction for all classes other than language classes. Students are expected to use the target language for each class. *Spanish in Spanish class, French in French class, Arabic in Arabic class, English in all other classes.*

Closed Campus

Students are not allowed to leave the school campus during the school day without permission of a parent and the principal or nurse. Leaving campus without supervision or permission will result in disciplinary action. Students must obtain a gate pass before leaving campus prior to the regular dismissal time. Students who are ill are expected to consult the school nurse and should not contact parents on their own. **If a student is found to have left campus without permission, parents will be notified.**

Mobile Phones/Personal Electronic Devices

At Casablanca American School (CAS), we are committed to fostering a focused and productive learning environment for our students in alignment with our mission. Recognizing the potential distractions and risks associated with cell phone use, we have implemented a policy to maintain a cell phone-free campus during regular school days. Our goal is to reduce instances of cyberbullying, improve attendance, minimize time spent on social media, and enhance engagement in class.

If a phone is confiscated it will be given to the office and the following matrix will be followed:

First Step	Second Step	Third Step	Fourth Step
<p>Student is assigned Zero Hour</p> <p>_____</p> <p>Parents can pick up at the end of the school day OR</p> <p>_____</p> <p><i>Students can pick up after the end of two school days</i></p>	<p>Student is assigned two Zero Hours</p> <p>_____</p> <p>Parents can pick up after the end of two school days OR</p> <p>_____</p> <p><i>Students can pick up up after the end of four school days</i></p>	<p>Student is assigned a Saturday Zero Hour</p> <p>_____</p> <p>Parents can pick up at the end of four school days OR</p> <p>_____</p> <p><i>Students can pick up eight school</i></p>	<p>Student is assigned a Saturday Zero Hour and an ISS</p> <p>_____</p> <p>Students' phones will be confiscated until the end of the trimester.</p>



Student Drivers & Parking

Driving to school and parking on campus is a privilege which may be extended to students with a valid driver's license and current auto insurance. Parking spots for students are not designated. The administration reserves the right to revoke parking privileges at any time.

Students who park without prior approval will be disqualified from future parking privileges.

Public Displays of Affection (PDA)

The following actions are prohibited on the school premises and during school-associated activities: sitting on partner, kissing, prolonged hugging, and other obviously inappropriate behaviors.

Deliveries to Campus

In order to help maintain security at the gate, students may NOT go to the front gate to pick up any delivered items. Please make arrangements through the upper school office.

Respecting Personal Boundaries/Space

Students need to be aware of what is safe physical contact and what is not. Many altercation situations are due to excessive and inappropriate physical contact, and thus it is important to respect personal boundaries and not impose on a person's personal space without their consent.

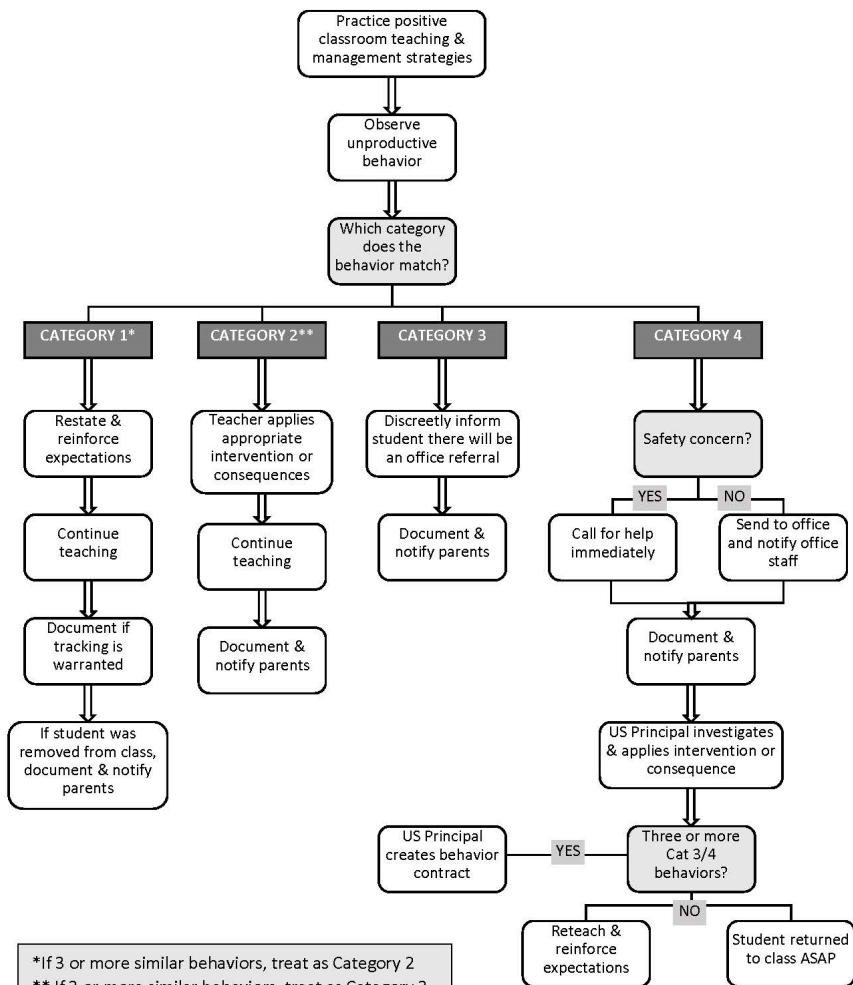
Substance Abuse

The use and/or display of illegal drugs or the consumption of alcohol by any individual is illegal under Moroccan law. CAS is a drug, alcohol, and smoke-free campus. Use or possession of these substances on campus or during a school-sponsored event is absolutely forbidden.

*****Possession of any of these substances is grounds for out of school suspension and may jeopardize enrollment at CAS.*****



CAS UPPER SCHOOL BEHAVIOR MANAGEMENT FLOWCHART



Behavior Category Definitions:

- Category 1: Classroom managed without follow-up, document only
- Category 2: Classroom managed with follow-up & parent notification
- Category 3: Reported to office for management, student remains in class
- Category 4: Removal of student from classroom for safety concerns or shutdown of learning environment

Behavior Grid

Category 1	Category 2	Category 3	Category 4
Typically classroom managed without follow-up, document only	Typically classroom managed with follow-up from the office and parent notification	Typically reported to office for management, student remains in class unless a harm to themselves or others	Typically warrants removing student from room due to safety concerns or shutdown of learning environment
<ul style="list-style-type: none"> • Excessive Talking • Interrupting • Not having materials (DNP) • Disruptions • Misuse of electronic devices • Public displays of affection • Dress code violation (just report) 	<ul style="list-style-type: none"> • Inappropriate Conduct • Major disruption • Disrespect • Tardiness • Repeat offenses of Cat. 1 • Play fighting / horseplay • Minor Academic Dishonesty • Unauthorized use of elevator 	<ul style="list-style-type: none"> • Tobacco/Nicotine Use/Possession • Defiance of Authority • Insubordination • Reckless or unauthorized driving • Truancy (unexcused absence; Per class period missed) • Banned Items (weapons/spray phone/noise makers) • Major Academic Dishonesty • Provoking or instigating conflict 	<ul style="list-style-type: none"> • Destruction of Property • Controlled substances use/possession • Fighting • Theft • Bullying/Harassment (Bullying may be physical, verbal, social, sexual, gender, or cyber/technology based.)
<p>Lists offer examples of qualifying behaviors and are not inclusive of all behaviors that may occur.</p> <p>Behavior levels are defined as a starting point. These can be accelerated based on repeated offense or severity of the offense as determined appropriate and necessary by the responding principal or assistant principal.</p>			



Behavior Response Grid

Restoration Menu

A key part of being a student is reflecting on behavior and committing to restoration to ourselves, each other, and/or our community. Restorative responses will be applied along with any consequential response, and in some instances may be applied in place of a consequential response.

Restorative responses are not dependent upon the behavior category.

- Apology Letter
- Restorative Action

- Community Support
- Service

- Personal Learning
- Restitution

- Mediated conference
- Other (as determined by student and relevant community members):

Consequence Menu

Category 1

Typically actioned by the teacher without follow-up. May be reported for documentation purposes.

- Verbal reminder
- Use of proximity
- Recognize/Reinforce positive habits
- Restorative response
- Escalate due to documented repeat
- Escalate due to severity

Category 2

Typically actioned by the teacher with follow-up and parent notification.

- Parent contact
- Loss of privilege
- Making up time
- Restorative response
- Escalate due to documented repeat
- Escalate due to severity

Category 3

Typically initially addressed by the teacher with a report to a principal for follow-up and final action at a later time.

- Example 1
- Restorative response
- Escalate due to documented repeat
- Escalate due to severity

Category 4

Initially de-escalated or stopped by the first adult responder with immediate action by a principal.

- Refer to Matrix for appropriate consequence

Lists offer examples of appropriate interventions and consequences and are not inclusive of all acts that may be deemed appropriate and worthwhile.

Consequence levels are defined as a starting point. These can be accelerated based on repeated offense or severity of the offense as determined appropriate and necessary by the responding principal or assistant principal.

Behavior Matrix

The following matrix is not an exhaustive list, but is meant to be a general guideline of consequences for misbehavior:

Behavior	First Step	Second Step	Third Step
Alcohol / Drugs / Substances	10-Day Out-of-School Suspension. Parent Conference. Referral to professional counseling services.	Expulsion and notification of authorities	N/A
Tobacco/ Nicotine Use/Possession	Saturday Zero Hour, enrollment in a cessation program	In-School Suspension, enrollment in a cessation program, behavior contract	Out-of-School Suspension Enrollment in a cessation program
Defiance of Authority (Insubordination /Inappropriate Conduct/ Disrespect)	Saturday Zero Hour and written apology	In-school suspension, written apology	Out of school suspension and a signed pre-expulsion contract
Destruction of Property	Parent Notification/ Restitution / Saturday Zero Hour	Parent Notification/ Restitution / In-School Suspension	Parent Notification/ Restitution / Out-of-School Suspension
Dress Code	Issuance of appropriate garments. Charges made to student account. Zero Hour	Issuance of appropriate garments. Charges made to student account. Saturday Zero Hour	Issuance of appropriate garments. Charges made to student account. In School Suspension
Reckless or unauthorized driving	Verbal warning Parent Notification Loss of parking lot privileges (depending on circumstances)	Loss of parking privileges for one week Parent Notification	Loss of Parking lot privileges for year



Fighting	Parent Conference. 2-Day In-School Suspension	Parent Conference, 2-day out of school suspension	5-Day Out-of-School Suspension with pre-expulsion letter signed
Theft	Return of stolen property or restitution. Parent Notification. Saturday Zero Hour	Return of stolen property or restitution. Parent Notification. In-School Suspension	Restitution. Out-of-School Suspension or expulsion depending the severity Parent Conference.
Truancy (unexcused absence) Per class period missed	2 Zero Hours	Saturday Zero Hour	In-School Suspension
Banned Items	Confiscation. Parent Notification	Confiscation. Saturday Zero Hour or In-School Suspension Parent Conference	Confiscation. Out-of-School Suspension. Parent Conference
Public Display of Affection (PDA)	Informal Talk and verbal warning.	Parent meeting and Zero Hour	Parent meeting and In-School Suspension
Bullying / Harassment	Parent Notification, Saturday Zero Hour	Parent Notification In-School Suspension	Out-of-School Suspension Parent Conference or in extreme cases, expulsion
Intimidation	Parent Notification, Saturday Zero Hour	Parent Notification In-School Suspension	Out-of-School Suspension Parent Conference or in extreme cases, expulsion



Aggressive play (horseplay, chasing, inappropriate contact)	Zero Hour, parent notification	Saturday Zero Hour	In-School Suspension
Misuse of Identification (using incorrect ID, falsifying ID, dishonest use of ID)	Zero Hour	Saturday Zero Hour	In-School Suspension
Play fighting (no contact)	Verbal Warning Cat. 1 Behavior log in RenWeb	Parent Notification Zero Hour	Saturday Zero Hour
Provoking or instigating a conflict	Monday Zero Hour, and email home	Saturday Zero Hour	In-School Suspension
Purposefully Misleading others	Written apology, email home, and Monday Zero Hour	Written apology, meeting with the parents, and Saturday Zero Hour	Video apology, meeting with parents and principal, and ISS

Official Letter of Concern

This official letter serves to notify parents and students that the CAS HS Administration expresses its concern at the lack of appropriate growth/progress by a upper school student in an area(s) noted below:

- ☐ Attendance
- ☐ Academic Progress (*appropriate to grade level or ILP*)
- ☐ Behavior Choices
- ☐ Parent Collaboration
- ☐ Other _____

Students who receive an official letter of concern and fail to make adequate progress as determined by the CAS Administration will result in the student being placed on Probationary Status.

Students placed on probationary status who then fail to make adequate progress will be requested to seek educational placement in another institution and will not be re-enrolled by CAS for the following academic year



*****In cases of student behavior that consistently disrupt the learning environment of the school, either in the classroom or out of the classroom, the Administration reserves the right to place a student in an alternative learning setting until the disruptive behaviors are addressed.*****

Zero Hour

Zero Hours are scheduled every Monday morning at 7:15 am. Students must arrive promptly and will need to bring study materials to Zero Hour. Zero Hour will last 30 minutes and students will be released with ample time to attend their first period class.

If a student shows up late to a Zero Hour, they will need to serve another Zero Hour and may be assigned an additional consequence, including a Saturday Zero Hour.

Saturday Zero Hour

Students who receive a Saturday Zero Hour need to report to CAS campus promptly at 8:00 a.m. Saturday Zero Hour will last a duration of two hours. A Saturday Zero Hour will focus on student reflection and making a plan going forward to be corrective in action.

If a student is late or does not attend a Saturday Zero Hour, they may be required to serve in-school suspension.

In School Suspension

Students who receive an In-School Suspension will not be permitted to attend classes on the day of their suspension. Teachers will assign work for the student to complete during the day and it will be possible for credit to be given for work completed. Absences will be counted as excused.

Students who are in ISS must adhere to the following rules:

- Cell phones submitted to the office prior to entering room
- Be silent, no conversations with other students
- No movie streaming
- No music or earbuds
- Breaks are assigned by the office (do not ask)
- If you have an assessment, lab or project, email your teacher and cc the office administrative assistant in order to participate
- Two bathroom breaks per student

Out of School Suspension

Students who receive an Out of School Suspension will not be granted access to the campus on the day of their suspension. Teachers will assign work for the student to complete during the day and it will be possible for credit to be given for work completed. Absences will be counted as excused. A parent conference is required before the student will be permitted back on campus.



Expulsion

Expulsion results in the student being dismissed from the Casablanca American School. All school records will be held until financial obligations are settled.

Confidentiality

CAS is committed to maintaining the confidentiality of students. When more than one student is involved in a behavior infraction, there will be no discussion of the other student or consequences assigned in order to maintain an appropriate level of privacy for the all involved students.

School Dress Code

CAS students are expected to appear neat and clean and be sensitive to their status as guests in our host country. Proper dress is that which is acceptable to a majority of our community and is in good taste for school attendance and life in Morocco.

Uniform dress is required of all students at CAS. The dress code is designed to recognize and respect the sensibilities of our host country while at the same time reflect the style of attire found in Western countries. The policy ensures that students are dressed neatly and appropriately when at school or participating in school-sponsored events during the school day.

Teachers are expected to refer an inappropriately dressed student to the HS office. The administration reserves the right to make final judgment on the acceptability of student attire. Parents will be notified of any dress code violations and the student may be issued appropriate clothing and billed accordingly, or the student may be sent home from school.

CAS has a NO UNIFORM-NO CLASS policy. If students are not wearing CAS uniforms, they will not be allowed to join the class. Parents are to ensure that students have available uniforms at home so that this is not an issue.

The PE uniform is not considered proper classroom attire.

If students attend school without the correct uniform, the school may:

- Provide a temporary uniform for the day
- Require the parents to deliver a uniform to school
- Provide the student with a new uniform that will be billed to the parent.

CAS Uniform:

1. Dress White Shirt - 2 each
2. Dress Gray Pants or Skirt for females – 2 each
3. Dress Bermuda Shorts – 2 each
4. Dress Cardigan – 1 each
5. Dress Polo Shirts – 1 Red and 1 Blue



Please note: Weather permitting, a Lightweight and Heavyweight CAS Hoodie, can be worn with the Dress Uniform as well.

The P.E. Uniform Pack consists of the following:

Gym T-Shirt – 1 White and 1 Red

Gym Shorts – 1 each

Jogging Pants – 1 each

Lightweight Hoodie – 1 each

Heavyweight Hoodie – 1 each

Dress Down Days:

It is expected that CAS students will dress in good taste on “dress-down” day. Ripped clothing, scanty clothing (e.g. Hats /caps, tops and/or pants or skirts baring the midriff or otherwise revealing underwear, backless tops, low necklines, “spaghetti” straps, flip-flops, and leggings...). Obscene or vulgar illustrations or sayings, references to controlled substances including cigarettes and alcohol are not allowed. The administration reserves the right to provide more appropriate clothing, send students home if they are dressed inappropriately, or have students call home to have a change of clothing delivered.

The CAS Uniform Store: With the exception of pants and shoes, all other parts of the CAS uniform are to be purchased from the Uniform Store.

Any student arriving at school with non-uniform shirt, pants, or sweatshirts will be provided with the appropriate ones from the school store and the cost billed to the family on the next invoice cycle. students with unacceptable pants will have their pants confiscated and will be loaned a garment to be worn that day. Students who are out of uniform and do not wish to be billed will be sent home and their absences will be recorded as unexcused.

Spirit Day Dress Code

The school administration may designate certain days throughout the school year as “Spirit Days.” Clothing for spirit days must be aligned with the prior guidelines, respecting the customs of the host country. Students who are not participating according to the Spirit Day theme must report to school in uniform.

General Information

Lost and Found

Misplaced / recovered articles are handed into the upper school office. Valuables such as electronics and jewelry are retained in the Central Office until claimed; other items



may be found in the “Lost and Found” located in front of the Central Office main entrance. To recover a lost item, it advised the person to email the HS office with a photograph or description of the item, last location of the item, and if applicable, time the item was last seen.

Telephones

Since there is no telephone designated for student use, students are expected to come to school prepared and to have made prior arrangements for school and after-school needs. A school telephone is available for emergencies (i.e. cancellation of an after-school event).

Drop-Off Items

Occasionally students forget things at home and a driver or family member, with a school issued car sticker, is able to bring them to school later in the day. This may include things like PE uniform, laptop charger, project, or other such items. When being dropped off, these items should be clearly labeled with the recipient's full name, grade, and description of the item and given at the HS office. Students may retrieve these items during a break or lunch from the HS office. Students are not permitted to order outside food for class or lunch unless permission is received from the upper school office.

Resources

The school provides resources to students on a loan basis. students are responsible for returning all school resources in reasonable condition or are responsible for paying damage or replacement fees. Students are responsible for providing all their own other resources, such as a laptop, charger, writing utensils, notebooks, calculator, etc. and bringing them to school on a daily basis.

Safety and Security

CAS Identification Cards

student identification cards (ID's) are issued to students each year and should be worn with a lanyard by students at all times while on campus. Parents/Guardians are also encouraged to obtain an CAS ID to allow access to our campus during the school day or an event. CAS issued ID cards also serve as library and cafeteria cards.

Living Arrangements

The natural parents or legal guardians must notify the administration in writing of any change in their child's living arrangement, whether (s)he is living alone or with another designated guardian. It is important the upper school office has accurate current contact information for all families in the event of an emergency or other needs to contact parents or guardians. To update your information, contact our registrar Atika Amani at aamani@cas.ac.ma.



Parental Responsibility When Out of Town

If parents or guardians will be unavailable (i.e. out of town on business or vacation) a signed note must be provided, in advance, to the school office advising of the student's residence (contact person, address, phone number) during the parent/guardian's absence, the dates the parent/guardian will be out of town and a phone number where the parent/guardian can be reached in case of an emergency.

Closed Campus

CAS is a closed campus. students are not permitted to leave campus during the school day without written parent and administrative approval. Students who leave campus without permission and without an exit pass will be subject to disciplinary action.

Money and Valuables

Students are advised not to bring money or valuables to school. The school will not assume responsibility for money or possessions lost or stolen at school.

Emergency Procedures

In case of an emergency evacuation, every student is to leave the building using the closest emergency exits as quickly and as quietly as possible as directed by their classroom teacher or other member of the school staff. Evacuation procedures are posted in each classroom and are reviewed on a regular basis. In the event of an emergency in which evacuation is not considered prudent, students will receive instructions from their classroom teachers or a staff member. Throughout the school year there will be drills to review actions and behavior suitable to possible emergency situations.

Visitors

All visitors to campus are required to contact the HS office with their identification information 24 hours prior to their visit and report to the guard house to receive a visitor's badge which must be worn at all times while on campus. student or alumni visitors are not allowed on campus at any time during the school day unless they have specific school business to complete. They should always check in with the office.

Alumni Visitors

CAS has a long and vibrant history in Casablanca, and many thousands of students have passed through the halls of the various campuses of our school. Welcoming those individuals back to see former classmates, teachers, colleagues, and friends is a time-honored tradition and one that CAS actively encourages. The following guidelines are therefore suggested in order to facilitate and foster these interactions.

- Alumni visits must be organized through the main reception
- Alumni should follow the same procedures as all other guests to our campus; their names should be on the gate list, with their ID number one day prior to their arrival
- Alumni should wear tags that identify them as alumni, and those tags should be visible at all times.



- Alumni visits should occur in non-instructional times, and a recommended time-frame is 3:00 - 4:00 pm on school days. Alumni should not come onto campus during the normal academic school day
- Alumni who are entering the campus to receive transcripts and other official documents should only access campus between 3:30 pm - 4:00 pm and receive those documents through the Registrar's Office
- Alumni who have parents on staff should not roam freely about the campus but rather report to the Advancement Office to receive instructions on where they can be and at what times

Blended Learning and Electronic Assignments

Most teachers will require students to submit their assignments electronically (i.e. via Google Docs and/or Schoology). These assignments are subject to the same deadlines as specified by teachers for "hard copy" assignments. Students should take every precaution to avoid errors that will prevent his or her electronic assignments from meeting the specifications outlined by a teacher. Additionally, teachers will often make assignments available online and students are expected to be able to access these assignments and stay in touch with teachers electronically.

Virtual Day Protocol

Our Virtual Day Protocol was created with a focus on stability. Virtual days are usually planned or known about in advance; however, there may be occasions for which we are not able to prepare in advance such as inclement weather or a royal decree. This protocol is designed to be used in all virtual day situations that may arise.

Sample Academic Support Opportunity Email

Academic Support Opportunity

Dear Parents of {{ Student name (Last, First i.e. Stark, Anthony) }},

You are receiving this email because your son or daughter received an Academic Support Opportunity. This means that they did not complete an assignment on time in their class.

Teacher: {{Reporting Teacher}}

Class: {{Course Name and section (i.e. English 9, section 2)}}

Assignment: {{Name of assignment}}

Consequence: {{Message D}}

Please help your child complete their homework in a timely fashion and do not hesitate to contact me with any questions.



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