

American Academy Casablanca



Community Handbook

2020-21 School Year

Updated by the Community Board in March, 2020

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Guiding Statements

Mission

American Academy Casablanca offers a distinctly unique American school experience.

Through participation in the highest quality, inquiry-based, student-centered programs, all students find fulfillment by accomplishing personal and academic excellence, become multilingual global citizens that adapt and contribute in a rapidly changing world, and act on their values to positively impact those around them.

Vision

American Academy Casablanca aspires to be the leading American-international school in Morocco.

By implementing an innovative and rigorous academic program delivered in a safe, student-centered environment, American Academy Casablanca inspires students to discover their passion for learning, fulfill their potential, and become responsible global citizens.

Core Values

- Integrity-Being an example to others by demonstrating honesty and upholding the highest moral and ethical principles.
- Compassion-Feeling deep empathy that leads to the desire to serve where there is a need.
- Respect-Valuing and showing appreciation for the feelings and well-being of yourself/others.
- Responsibility-Being accountable for your actions, following through on tasks and obligations, accepting consequences, and assuming the need to help and support others.
- Excellence-Always demonstrating your most outstanding qualities and always giving your best.

Educational Philosophy

Our educational philosophy is simple, yet immensely complex -- to develop the whole child, both intellectually and emotionally.

At American Academy Casablanca, we believe that:

- Students learn most effectively when provided opportunities for exploration, critical thinking, collaboration, and problem-solving within authentic situations in an environment that makes them feel comfortable, challenged and happy.
- Effective instructional practices progress from play-based, through project-based, and culminate in research-based approaches to teaching and learning.
- We best meet the needs of learners when we understand them as individuals and make them feel welcome and appreciated.
- The family and the community must be active participants in supporting student learning.
- Learning is a lifelong endeavor.
- A culture of high expectations and striving for personal and academic excellence leads to higher achievement.
- Holistic learning encompasses a balance between academics, the arts, and physical, social, and emotional well-being.+
- Every person has equal inherent value and that embracing diverse cultures, ideas and practices strengthens our community.
- As a fortunate and educated school community in Morocco, we have the responsibility to do our part to make the world a better place.
- The school community's diverse backgrounds and a sense of internationalism are honored and celebrated.
- A rich and stimulating learning environment includes aesthetically pleasing buildings, flexible learning spaces, active use of technology, and a safe, supportive and happy atmosphere.

General Objectives

1. To challenge students through an internationally accredited, standards-based, American-style curriculum that is multidisciplinary in Primary School, interdisciplinary in Secondary School.
2. To help our students find purpose in their lives and the desire to contribute positively to the lives of others.
3. To promote lifelong learning among our school community, actively developing our professionals and our students.
4. To prepare students who can communicate effectively in English, French, and Arabic to better achieve success in a multicultural, globalized context.
5. To create a safe environment that encourages responsible and ethical behaviors in order to nurture healthy interpersonal and intrapersonal relationships.
6. To form open-minded individuals who can assertively express their points of view, while appreciating others who do the same.
7. To promote a sense of AAC school spirit, sense of belonging and pride in spite of rigorous daily challenges.
8. To provide students with a program of study that results in sufficient preparation for admission and success in the universities of their choice.
9. To inculcate the values of integrity, compassion, respect, responsibility, and excellence in our students.

1. School Administration and Operation

1.1. School Leadership

The Head of School is responsible for all facets of school operations, and is assisted by the Deputy Head of School. Leadership responsibilities are delegated to a variety of positions that support the decision making process. These include a Director of Admissions and Public Relations, a Director of Administration and Finance and a variety of positions including Lead Teachers, a Dean of Students, Athletic Coordinator, Fine Arts Coordinator, IB Program Coordinators, among others.

Head of School/High School Principal - David Flaschberger (dflaschberger@aac.ac.ma)

Deputy Head of School/PreK-8 Principal - Sean Licata (slicata@aac.ac.ma)

1.2. The Executive Board/Advisory Board/Community Board

The Executive Board is the highest authority of the school, making all long term decisions and is consulted on day-to-day matters by school administration. The Executive Board meets periodically and also hears appeals from the school community.

The school also has an Advisory Board, made up of international educational experts interested in AAC and who specialize in education. The Community Board is made up of parents, teachers, students and leadership and assists the Head of School in school operations. Elections are held in September each year for the various groups to select their representatives.

1.3. Parent-Student Concerns and Appeals

The first point of contact for all concerns should be the student's teacher, before escalating to the administration. The following is the appropriate path for parent communication with the school regarding concerns:

1. Teacher / Other staff member
2. Division Principal / Area Director
3. Head of School
4. Executive Board (in writing to the Head of School)

1.4. Daily School Schedule and Access to Campus

The campus of the American Academy Casablanca is available for students, teachers, and staff to use for all matters related to academic and student life across the AAC community. Different areas of the campus have different schedules and levels of access, which are described here within:

1. Campus is open Monday through Friday from 7:45 AM to 4:30 PM.
2. Classes are held from 8:20 AM to 3:30 PM on Monday through Thursday and Fridays from 8:20 AM to 12:15 PM.
3. After School Activities are held on Mondays-Thursdays from 3:30-4:30 PM, with some varsity sports practices until 5 PM.
4. Students should arrive at campus between 8:00 and 8:15 daily. Primary students report to the designated area. Middle School and High School students go directly to the courtyard.
5. Students should be picked up according to the following:
 - a. Students who are not enrolled in After School Activities or athletic teams should be picked up no later than 10 minutes after the end of classes.
 - b. Students who are picked up more than 10 minutes after the end of After School Activities departure time must wait in a designated and supervised waiting area.
 - c. Students who are not picked up by the time campus closes will be left under the supervision of the on-duty Security Guard, after one attempted phone call to the parent/guardian.
 - d. Varsity and Junior Varsity players are the exception to the pick-up rules above as outlined by the corresponding section of this Handbook.
6. During Ramadan, classes will be held from 9:00 AM to 2:40 PM Monday through Thursday and through 12:15 on Fridays. There will be no after school activities or sports. Campus will be open from 8:40 AM to 3:00 PM. Exceptionally, sports practices may be held for Varsity teams during tournament seasons, only when it is determined by the School Leadership that practice is absolutely necessary during this period.

Schedule for Administrative Offices

Administrative Offices are open at all times that the Campus is open. Students are not allowed to enter any offices without specific permission from an adult. The school also has summer hours for administration.

Classrooms

Students may enter classrooms only during designated classes or under the supervision of a teacher or staff member. Students are not permitted in classrooms when proper supervision is not available. Teachers are responsible for locking their classrooms when they are not present. Students are never permitted in the Teacher Work Rooms or Teachers' Lounge.

Visitors to Campus

AAC desires to maintain a safe and effective learning environment. Therefore, all campus visitors must abide by the following procedure:

1. Anyone that is not employed by AAC or enrolled as a student at AAC is considered a visitor to campus.
2. Visitors to campus are not permitted to disrupt class or any part of the educational process except when they are on a tour with the Admissions' Director, who should get permission from the teacher to visit the classroom. Parents are not permitted to go to their child's class or meet with teachers without a prior scheduled appointment.
3. With the exception of special school events during which the campus is open to the school community or public, all visitors to campus must report themselves to Security upon entrance, turn in a form of ID, and receive an access badge to the specific office or location of their visit.
4. AAC reserves the right to deny campus access.

1.5. Communication Between School and Home

AAC Teachers and Administrators believe in the value of fluid communication between the school and parents. Frequent mass communication is sent in the form of emails and bulletins. In addition, individual communication may also take place via phone call, email, parent meetings, class platforms or conferences.

Email

The preferred method of communication is email via Renweb. All official AAC mass communications and individual communications are sent via email to the account registered in Renweb at the beginning of the school year. It is the parent's responsibility to regularly check the email account. Information sent by email to the account registered in Renweb is considered as "informed" to parents, regardless if the parent checked the email or not. Likewise, parents may write emails to the school, and the email will be attended ideally within 24 hours. At times, to provide a proper response, an investigation is required. In such a case, notice of receipt of the email will be sent within 24 hours, along with the date the parent/student can expect a more detailed response or solution.

Phone Calls

Parents may contact their teachers and Principal via telephone by calling the school's phone number and requesting a call back with the Division Secretary. A call back system is preferred because teachers are usually in class and may be hard to reach. Teachers will return phone calls within 24 hours upon receipt of the message.

Bulletins

Official Bulletins are sent on a regular basis. These include upcoming important dates, events and celebrations. Bulletins are sent to the email account(s) registered in Renweb.

Back to School Parent Meetings

At the beginning of the school year each Division will hold a parent meeting in order to allow parents and teachers to meet, to provide general information, policies, guidelines, and expectations to parents, as well as to provide parents with an overview of the academic program for the grade level. Parents of students in all grade levels are strongly encouraged to attend these meetings in order to receive important information about their child's educational process.

Parent-Teacher Progress Report Conferences

Conferences with your child's teacher are held formally twice a year. Parents are invited to meet with their child's teacher(s) regarding their academic and social progress at AAC. Parents are obligated to attend, and conferences in grades 4-12 are student-led.

Individual Parent/Guardian Meetings

At times parents might request meetings with AAC Teachers or Administrators. These meetings may be set up directly with the Teacher or through the Division Secretary in order to set a time when the teacher is free from teaching duties and available to meet. When a teacher requires a meeting with a parent, the teacher will contact the parent directly and set up a mutually agreed upon day and time.

Teachers are responsible for instruction and supervision of students during school hours; therefore, non-scheduled or "walk-in" requests to meet at length are generally not possible.

In the case a parent does not show up for the meeting, it will be rescheduled once. If a parent doesn't show up for a second meeting, the pertinent information will be sent by email to the account registered in Renweb and considered as "informed." In these cases, a copy of the email will be placed in the student file, and the Principal will be copied.

1.6. Gifts to Teachers and Staff

Students and parents are encouraged to write letters of appreciation to teachers and staff and to forward copies to the Administration. The giving of expensive gifts may impair or appear to influence professional decisions or actions of staff members. Meanwhile, many students and parents cannot afford expensive gifts. Therefore, students and parents are not permitted to give expensive gifts to staff members.

Staff members are not permitted to accept gifts of a value greater than 200 MAD or its equivalent from individual students or their immediate families. Room Parents may organize money collections of no more than 200 MAD per student to give a collective gift to a staff member, considering the gift is given “from the class” and not associated with individual students or groups of students. The gift is presented on behalf of all students in the class even if the family does not participate in the collection.

1.7. Parties

Parties for individual students are not allowed during class time and must take place during Snack Time/Recess. Birthday Parties are allowed and must be scheduled with the teacher in advance. A cake or cupcakes may be brought by the parents, as well as juice and/or water. No decorations are to be displayed. No gifts or gift bags are to be given away.

1.8. Cafeteria Service

A nutritious, well-balanced hot lunch is available daily at the school cafeteria to students who enroll in AAC's food service program. The lunch program can be paid in a yearly fee. Students who opt not to participate in the cafeteria plan may bring a lunch from home in a thermal lunch bag as lunches will not be refrigerated through the morning.

In order to fuel them for a productive learning day, students should eat a healthy breakfast before arriving at AAC, and a healthy lunch here on campus. Students may not have carbonated beverages (soft drinks). They should bring healthy snacks/lunches instead of chocolate, candy, chips, or fast food. Students are not allowed to eat between class periods or in classrooms. Students may eat a snack during their recesses and all students have a lunch break during their daily schedule. Delivery of lunches by parents/drivers or delivery services is permitted only for high school students and may not be “fast food”.

1.9. Student Transportation

AAC offers transportation service to and from school for a limited number of interested families. Students who ride on school transport must follow the same school rules as they do while on the AAC campus. Students who do not follow the rules will be referred to the Division Principal, and may be removed from the transportation service. The driver is in charge of students at the time they are on the bus.

Each student using the AAC transportation service will be given specific pick-up and drop-off times, and the drivers will make every effort to keep to that schedule. Students should report to the arranged bus stop at least 5 minutes earlier than the assigned time. The student should be outside, ready to board the bus when it arrives. Missing the bus is not a valid excuse for absence from school. Drivers are instructed not to wait past the assigned pick up time. Upon drop off, a parent or guardian must be at the bus stop waiting for each Exploratorium or Primary School student. The driver is not allowed to leave the bus, and he will not release a young student without a responsible adult present. The driver is instructed not to wait past the assigned drop off time. If an adult is not present to take the young student, the driver will continue on the route and deliver that student back to AAC. The parent will then be responsible for transportation home. If an Exploratorium or Primary School student has a sibling in Middle or High School, parents may visit the AAC Operations Office to give written consent for the younger child to be dropped off in the care of that older sibling. If a family moves their residence within the school year, AAC transportation is not guaranteed to continue in that school year.

1.10. AAC Library and Copy Room

The AAC Library provides a fundamental set of resources in an environment that is warm and inviting. The library provides stimulating work areas as well as reflective books and corners as a place to conduct research, play board games, draw or read.

The library staff strives to:

- Support the learning needs of all members of the learning community and recognize the diverse learning abilities, styles, and needs and the languages of instruction at the school.

- Encourage and engage students in reading, viewing, and listening not only for understanding, but also for enjoyment.

The library is open daily from 8:00 am-4:20 pm. Please note the library schedule may be adjusted.

Procedure for Lost Books

If a book is lost or damaged it must be paid for. A notice of the lost book will be sent via email and the price of the book will automatically be billed to the student's account, payable at the school cashier. The library payment must be made to the school cashier. Payment is refundable only if a lost book is found and returned in good condition on or before the last day of the current school year. Families may also opt to replace the book (same ISBN) themselves, by purchasing it online or while traveling.

Library Class Usage

Students in ECE and Primary School visit the library once a week with their class to listen to a story, practice library skills, and check out materials. Students in grades 6-12 visit the library at the discretion of their specific subject teachers. Individual students may visit the library during class, with a pass, at the discretion of the teacher. Middle and High School Students may visit the library freely during lunch to check out materials, get started on homework assignments, conduct research, play board games, draw or read. Students in grades 6-12 are also invited to utilize the library on Fridays after school from 12:30 pm until 3:00 pm.

AAC Families

Parents are encouraged to open a library account. Parents should use the library before or after school, so as not to disturb scheduled class visits. Parents with library accounts are responsible for all materials borrowed and they are due back in one week, or may be renewed if there are no hold requests. The lost book policy applies to adults.

Students in the ECE through 2nd grade may borrow one book at a time; 3rd-5th graders may borrow two books at a time. grades 6-12 and adult patrons (parents) may borrow as many items as they wish to be responsible and accountable for as per the lost book policy.

Textbooks and Ebooks

The school provides resources that are up to date with educational best practices and aligned with the goal to prepare students for working in the age of technology. This means that many resources are purchased in the form of ebooks and etexts.

AAC Copy Room and School Supplies

Each student will purchase supplies from a list for their needs during the school year. These lists can include exercise books for all subject areas, pencils, pens, scissors, rulers and erasers, folders and files. In addition to this, students will purchase subject-department specific materials, for example playdough, crayons, or an art sketchbook. Students may also make personal copies as needed for the cost of 1 MAD per copy.

1.11 Changes to the Community Handbook

The Community Handbook is updated periodically and reviewed in full once per year. The Community Board, under the leadership of the Director, reviews possible changes. The document is shared with families and found on the website as a link, with the most current/official version always available. Any questions about the handbook should be addressed to the Director.

2. Expectations for Students

2.1. Student Attendance

At American Academy Casablanca we believe that education is a student-centered process. Therefore, in order for a student to receive the best academic experience and achieve optimal academic progress, he or she

must be present during class time. All students receive an annual calendar at the beginning of each school year, and it is recommended that students not miss academic days for any reason.

The following outline expectations and guidelines for student attendance:

1. Students are expected to attend school everyday. When students must miss school for illness or a family emergency, the parent must contact the division secretary via email prior to the start of the school day.
2. The Division Principal determines whether the absence is “excused” or “unexcused”.
3. Students are required to request and complete all missed assignments, tests, and quizzes by the assigned deadlines.
4. Students with unexcused absences will not receive complete grades for their made up work.

Arriving Late to Class/Skipping Class:

- a. Arriving late to class will affect the Citizenship grade in that class and the student receives a lunch detention.
- b. Students who are on campus and choose not to attend class receive a Disciplinary Referral.

2.2. Student Dress Code

Students at AAC are expected to use the complete school uniform at all times while on campus, field trips, and at other times when instructed to do so. Failure to comply with the school Dress Code will result in consequences as outlined in the Code of Conduct. The corresponding Division Principal is the ultimate authority on decisions regarding individual cases of uniform and dress code compliance.

Students in grades 1-12 will have a “Formal” uniform and a “PE” uniform, which are subject to the stipulations below. Children in the Exploratorium will use the PE uniform daily.

Guidelines for the AAC Uniform for students in grade 1-12:

1. All uniform items except shoes, socks, hair cover (scarf or other) and hair bows must be official AAC uniform items.
2. Shoes must be closed; open-back shoes are not permitted.
3. AAC pants & shorts may be worn by male or female students of any age.
4. AAC skorts may be worn by females in Exploratorium and Primary School.
5. AAC skirts or dresses may be worn by females in Middle School and High School.
6. In all cases, students’ underwear should not be visible at any time (examples: sagging pants, short skirts, riding-up shirts etc).
7. The official navy blue uniform shirt must be used by all students through grade 11; the trim must correspond to the appropriate Division (Exploratorium-yellow, Primary-green, Middle School-red, High School-white).
8. Seniors may wear the Red Senior Shirt, their official class shirt or the navy blue uniform shirt.
9. No tattoos or body piercings may be visible.
10. Light makeup, small earrings, and fingernail paint is permitted if it does not cause a distraction.
11. AAC PE uniforms must be worn for PE classes.

On days when students are permitted to be out of uniform while at school or school events, they must follow these guidelines:

1. No tube tops, halter tops or spaghetti strap tops.
2. No visible midriffs, cleavage, underwear or see-through fabric.
3. No shorts, skirts and/or dresses shorter than fingertip plus one inch.
4. No ripped or torn clothing is permitted.
5. Shoes must be close-toed; sandals and open-back shoes are not permitted.
6. Any type of stretch pants including but not limited to: leggings, yoga pants, tights, etc. cannot be worn in place of pants. Accompanying top and/or bottom (shorts / skirts) must meet dress code length requirements.

7. No clothing or accessories depicting drugs, alcohol, guns, gang attire, or the use of offensive/obscene pictures or language.
8. No inappropriate jewelry or accessories such as pocket chains or spikes.

2.3. Student Code of Conduct

The American Academy Casablanca educational community strives to model the values of Integrity, Compassion, Respect, Responsibility, and Excellence. These serve as the basis for student conduct expectations. The Citizenship Grade is derived from a rubric based on student demonstration of these expected behaviors in each class in grades 1-12. The student Code of Conduct defines each value and outlines behaviors expected of AAC students with regard to the demonstration of each value as follows:

1. Integrity

Definition: Being an example to others by demonstrating honesty and upholding the highest moral and ethical principles. Expected Behaviors that demonstrate Integrity:

1. Doing the right thing, even when no one is looking.
2. Being honest; always telling the truth.
3. Being reliable; always keeping your word.
4. Admitting mistakes and making amends.
5. Refusing to spread rumors or gossip.

2. Compassion

Definition: Feeling deep empathy that leads to the desire to serve where there is a need. Expected Behaviors that demonstrate Compassion:

1. Making sure everyone feels included.
2. Being considerate of others.
3. Taking advantage of opportunities to help others.
4. Finding common ground with others.
5. Demonstrating empathy; putting yourself in someone else's shoes.

3. Respect

Definition: valuing and showing appreciation for the feelings and well-being of yourself and others. Expected Behaviors that demonstrate Respect:

1. Always minding one's manners; saying please, thank you, etc
2. Being polite; never being rude to others.
3. Recognizing others' achievements.
4. Listening attentively when others speak.
5. Taking care of yourself and others.

4. Responsibility

Definition: Being accountable for your actions, following through on tasks and obligations, accepting consequences, and assuming the need to help and support others. Expected Behaviors that demonstrate Responsibility:

1. Being accountable for your own actions; accepting consequences.
2. Being disciplined and self-controlled at all times.
3. Fulfilling your obligations on time.
4. Do your fair share when collaborating with others.
5. Helping those in need.

5. Excellence

Definition: Always demonstrating your most outstanding qualities and always giving your best. Expected Behaviors that demonstrate Excellence:

1. Making education the top priority; being both physically and mentally prepared.
2. Identifying weaknesses, showing a desire to improve, and learning from mistakes.
3. Always giving your best.
4. Being patient and resilient.
5. Being humble and asking for help and advice when needed.

Student Behavior in the Exploratorium

Exploratorium educational practices honor a child's role as director of his or her education while providing an environment rich in opportunity for hands-on experiences. Early childhood education practices and research have found that a child's cognitive, emotional and social development are interdependent. Exploratorium practices support development of critical thinking by fostering independence and problem-solving skills; the development of positive self-concept by honoring the child's interests and inquiries; and positive social relations by encouraging opportunity for positive peer and social relations.

Students ranging from 2 years old through Kindergarten model the AAC Values on a daily basis as part of the formative programs in the Exploratorium. Respectful agreements and boundaries support the need for physical and emotional safety and order as they are identified, discussed and practiced within a culture of listening and exchange between children and adults.

Our Collaborative Problem-Solving Practices and Positive Discipline approach are inspired by child development educators and theorists including Piaget, Vygotsky, and Gerber. AAC provides an environment which nurtures children to develop a sense of self that is positive, empathetic and resilient. Teachers structure the classroom environment and routines to offer children opportunities to build a sense of empathy and respect for others; to learn to cooperate with teachers and peers, and to practice resolving conflicts with others through negotiation and problem-solving.

The Exploratorium Discipline Policy is a three-point process. Teacher(s) start with step one and move on only as necessary if the offending behavior continues. Teachers are consistent with their practices and language personally and as a team.

1. Proximity. Teacher(s) are always near, observing and/or engaging with students. Teacher(s) move closer to any student who needs support or redirection to see if this will result in a behavior change.
2. Language. Teacher(s) model consistently used conflict resolution questions and phrases that empower students to speak directly to each other, voice their interpretation of the conflict and generate solutions. Teacher(s) repeat students' statements for clarity. Teacher(s) help generate solutions if necessary. Teacher(s) confirm, acknowledge and praise the resolution of conflict.
3. Space. If the conflict cannot be resolved immediately or the offending behavior endangers well-being, then Teacher(s) brings the offending student(s) into a neutral space to sit down, drink water and breathe. After a few minutes, Teacher(s) readdresses the student(s) and begins the process anew.

Positive reinforcement techniques are encouraged to be implemented at home to support the child's positive and appropriate behaviors both at home and at school. If a student demonstrates behavior in the classroom that causes concern, the school will request a meeting to review it together. Likewise, if a child is demonstrating concerning behaviors at home, parents are encouraged to reach out to the school for support.

In the event that behavior problems are serious or cannot be resolved using the approach outlined in this section, the Administration reserves the right to apply the more strenuous disciplinary measures applicable to upper grades, if necessary.

Citizenship Grades

All students in grades 1-12 earn a Citizenship Grade based on their demonstration of AAC values as per the following guidelines:

1. The Citizenship Grade is calculated based on demonstration of the AAC values as per the Expected Behaviors as described above.
2. The Citizenship grade will be reflected on each Report Card.
3. In Primary, Citizenship Grades are calculated by the homeroom teacher for all students with input from teachers of complementary subjects, and the Citizenship Grade will be reflected on the report card as a single, total score.
4. In Middle School and High School, each course teacher calculates a Citizenship Grade and the average of those scores is reflected on the report card.
5. For all students, behavioral infractions will reduce the final Citizenship Grade each Grading Period as outlined in the Disciplinary Actions section of this Handbook (see below).
6. An overall grade of 65 or higher is considered a passing Citizenship Grade.
7. Students must maintain an 80 or above to remain eligible for sports teams and clubs.
8. The Final Annual Citizenship Grade must be 65 or higher for non-conditioned continued enrollment at AAC across school years.

Disciplinary Procedures for Grades 1-12

The AAC Student Code of Conduct determines that discipline be fair but firm, and that student behavior be a reflection of the AAC Values. When a student fails to demonstrate AAC Values and incurs a Disciplinary infraction, the school must take measures to correct the behavior. Disciplinary measures may be applied during any class or activity in which the student participates inside or outside the school, including field trips and/or on the school bus. This section of the Handbook applies for students in grades 1-12.

Disciplinary infractions are broken into three categories: Minor, Major and Severe Infractions. Consequences, including corrective actions, correspond to the severity of the infraction.

Student Behavior in Class

Teachers are expected to promote positive discipline in their classrooms and to handle minor behavioral issues with students, individually without involving the office. However, if further action or consequence is needed, a teacher/staff member may write a disciplinary referral. The following procedure is applied for student behavior in class:

1. First Teacher Intervention. Remind students of AAC Values and policies.
2. Second Teacher Intervention. Remind students of AAC Values and policies, and speak to the student after class. Consider involving the Guidance Counselor, upon teacher discretion.
3. Disciplinary Referral. If the behavior persists, it is no longer a Minor Infraction, but a Major Infraction. A Disciplinary Referral is completed by the teacher/staff member and turned in to the corresponding Division Office for follow up, investigation, and eventual validation.

Minor Infractions

When a student fails to adhere to the AAC Student Code of Conduct in class, as described above, it is generally managed at the same moment, by the teacher or staff-member that is present.

The following are a list of Minor Infractions:

1. Uniform Code Violations - these carry a 1 point Citizenship Grade reduction.
2. Tardies-these carry a 1 point Citizenship Grade reduction.
3. Possession of matches/lighter
4. Classroom Disruption, including misuse of laptop and rough play
5. Eating during class/Littering
6. Bring electronic games to school/using cell phone during school day or headphones during clas
7. Other Infractions as determined by school administration

Major Infractions

If a student commits, or is believed to have committed, a Major Infraction, the Teacher or Staff-member must submit a Disciplinary Referral to the Corresponding Division Office for follow up, investigation, and eventual validation.

The following are a list of Major Infractions:

1. Accumulation of Minor Infractions
2. Use of foul language
3. Fighting or any activity that threatens to cause bodily harm to another student
4. Skipping class
5. Verbal abuse or harassment/bullying
6. Public Displays of Affection
7. Hiding school information from parents
8. Disruptive/unsafe behavior on the bus
9. Leaving school without permission
10. Using safety equipment unnecessarily (ex: fire alarms, extinguishers, etc)
11. Plagiarism and cheating (a grade of 0 is also placed in the gradebook for the assignment for all students knowingly involved)
12. Other Infractions deemed Major by school administration

Each Major Infraction results in a reduction of the Citizenship Grade, determined by Administration.

Severe Infractions

If a student commits, or is believed to have committed, a Severe Infraction, the Teacher or Staff-member must submit a Disciplinary Referral to the Corresponding Division Office for follow up, investigation, and eventual validation.

The following are a list of Severe Infractions:

1. Physical Abuse
2. Vandalism
3. Destruction of school property and other people's property
4. Inappropriate behavior in school or at school events
5. Blackmail and extortion
6. Possession and/or use of fireworks and firecrackers
7. Possession, use, or distribution of drugs (including alcohol and tobacco)
8. Possession, use, or distribution of weapons
9. Stealing or Arson
10. Disrespecting national symbols of Morocco or any other country
11. Accumulation of major infractions
12. Other violations of the Expected Behaviors based on AAC's School Values deemed as Severe Infractions.

Each Major Infraction results in a review of the student's status at the school, along with an immediate consequence. If an expulsion is deemed necessary, a Discipline Committee (made up of various staff members) is called and reviews the case, then makes a recommendation to the Head of School. The Head of School then presents the case to the Executive Board, for a final decision.

Note: Regardless of the consequence assigned as a corrective action, the student's family is responsible financially for damages caused to property.

Corrective Actions

In addition to the Infractions being reflected in the Citizenship Grade, infractions result in possible Corrective Actions as described below.

1. Lunch Detention
2. 1 hour of after-school Detention
3. In-School Suspension
4. Out of School Suspension
5. Conduct Probation or Expulsion

The Administration reserves the right to modify the above procedure or take other appropriate steps as necessary to ensure student discipline is properly and effectively managed on the AAC campus.

In-School Suspension

Internal Suspension consists of the student coming to school, but does not attend classes nor interact socially with other students. Work is assigned to be done under supervision. The student is responsible for obtaining the academic information given on the suspended days.

Failure to attend Internal Suspension for any reason, other than documented medical situations, will result in the automatic issue of a Disciplinary Referral, with the corresponding Corrective Action. In addition, the missed Internal Suspension must be made up.

Out-of-School Suspension

External Suspension signifies that the student cannot attend school during the day(s) indicated and a meeting is required with the parent or legal guardian. The student is responsible for obtaining the academic information given on the suspended days.

Expulsion

Students who are expelled will lose the privilege of attending American Academy Casablanca. This may take place at any point during the school year for infractions that put other students, teachers, AAC facilities or the learning environment in danger.

Conduct Probation/Conditioned Enrollment

In certain circumstances, the Administration may place additional conditions on a student's continued enrollment at American Academy Casablanca. The new conditions of the student's enrollment will be communicated to the family in writing, translated to French. The family must sign, notarize and return the Contract for Conduct Probation/ Conditioned Enrollment within one week. A student who does not meet the requirements of the Contract for Conduct Probation Conditioned Enrollment is subject to expulsion at any time.

Behavior Off Campus

Students must represent the AAC values at all times. Any incident involving AAC students that happens off campus, while students are in or out of AAC uniform, and that affects the learning environment or reputation of AAC, is subject to corrective measures on campus.

Bullying Behavior and Intimidation

American Academy Casablanca provides a safe campus where each student has the right to feel secure and free to pursue his/her education without fear of physical or emotional harassment.

In order to be considered bullying, the following three characteristics must exist:

- **Imbalance of Power:** Discrepancies in the level of physical strength, social/interpersonal and/or psychological/intrapersonal maturity that result in an imbalance of power among peers.
- **Intentional and Repeated:** The individual intentionally and repeatedly seeks out a victim over a sustained period of time to such an extent that the victim fears being the target of future aggressive behaviors.
- **Defenselessness:** The victim falls into a state of inability to seek the means to defend himself/herself, resulting in social isolation, loss of self-esteem and/or damaged reputation.

Procedures for Presumed Cases of Bullying

1. All behavior perceived as threatening witnessed by any member of the school staff is reported to administration. Disciplinary procedures apply as noted in this policy for the specific behavior.
2. The administration will carry out an investigation that includes interviews and observations of those involved.

3. Names of witnesses and victims will be protected during the process as well as persons involved as possible “bullies” until the investigation is complete in order to guard privacy, dignity and avoid social exposure of anyone involved.
4. If an investigation suggests that a particular case does not constitute bullying, the procedure ends here and it becomes a normal disciplinary referral.
5. Once a case is defined as bullying, the student is placed on Conduct Probation and is issued a Conditioned Enrollment Contract.
6. Parents are called in for a meeting with the Principal and Guidance Counselor to discuss the Conduct Probation / Conditioned Enrollment Contract and action plan.
7. The student’s parents must make a decision to accept the Conditioned Enrollment and action plan or seek another school at the end of the year. If a student has been identified as a bully, AAC does reserve the right to expel the student immediately in the best interests of the learning community.

Examples of Conditions Placed on Enrollment for Cases of Bullying

1. The family may be asked to provide professional psychological intervention, at their cost, as part of the conditions established by the administration in order to continue in the school. Communication between the psychologist and the school is required to confirm attendance and facilitate reports of progress. The termination of the therapy will be determined by mutual agreement of the parents, school, and psychologist. Depending on the case, professional psychological support may be recommended to the victims and witnesses also.
2. It is possible that the school environment could be detrimental to the desire of the student to improve his/her behavior and a change of school would be a beneficial option for all involved.
3. In the case that the student does not demonstrate improved behavior that reflects the expectations of the school, the parents may be asked to take the student out of the school.

Disciplinary Appeals Process

Decisions made by the administration may be appealed by parents or students within five school days of communication according to the following procedure:

1. The appeal must be presented in writing within five days of receiving official parent notification.
2. Appeals may not involve requests for modification or exception to applicable policy, but rather are given due course when there has been a flaw in the investigation, when information has been omitted from the investigation, or when new information becomes available.
3. The appeal will be reviewed by the corresponding administrator and a written response given within 10 school days.
4. In the event of an appeal, the following is the hierarchical order of escalation:
 - a. Division Principal
 - b. Head of School
 - c. Executive Board

2.4. Technology Guidelines

It is the combined responsibility of American Academy Casablanca teachers, students, and parents to become responsible members of a digital society. As a leader in digital citizenship the community at American Academy Casablanca expects its digital citizens to use technology in a way that:

1. Advocates and practices safe, legal, ethical, and responsible use of information and technology.
2. Exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Understands human, cultural, and societal issues related to technology.
4. Demonstrates personal responsibility for lifelong learning.

The Technology Acceptable Use Guidelines include, but are not limited to, the following:

- Internet, shared network resources and external file storage devices

- Desktop, mobile computers, tablets and handheld mobile web enabled devices, iPads, MP3 players, portable memory storage devices, calculators with interfacing capability, cell phones or electronic communication devices, digital cameras,
- Videoconferencing, televisions, projection systems and telephones
- Online collaboration, social media, and email
- Copiers, printers and peripheral equipment

Exploratorium and Primary School Student Technology Acceptable Use Guidelines:

To ensure the personal safety and the safety of others, Exploratorium and Primary School students will demonstrate being responsible digital citizens at all times by committing to the following:

1. I will only use the Internet for school related activities and when given permission by my teacher.
2. I will use the internet in a public space under the guidance of my teacher and will show my teacher my use and history when asked.
3. I will keep my personal details safe by not sharing information about myself, my family, or my friends on the Internet unless an adult authorizes it.
4. I will only connect to sites or connect with people my parents or my teacher have authorized.
5. I will tell my teachers and parents if anyone on the Internet asks personal questions about me.
6. I will use only appropriate language when using the Internet and treat others with respect and kindness.
7. I will tell my teacher if I see anything on the Internet that makes me uncomfortable.
8. I will be honest in my work and cite other people's work that I may use, and I will not copy anything from the Internet and claim it is my work.

Middle School and High School Student Technology Acceptable Use Guidelines:

To ensure the personal safety and the safety of others, Middle School and High School students will demonstrate being responsible digital citizens at all times in the following ways:

1. Using technology for school-related activities while on campus.
2. Following the same guidelines for respectful and responsible behavior online that is expected offline as per the Student Code of Conduct. Be courteous and respectful.
3. Not posting any information that he/she would not want seen by other students, parents, teachers, or future colleges or employers to see (once something is online, it is available to the world).
4. Treating school digital resources carefully, and alerting staff if there is any problem with their operation.
5. Encouraging positive, constructive discussion when allowed to use communicative or collaborative technologies.
6. Alerting a teacher or other staff member if he/she becomes aware of threatening, inappropriate, or harmful content (images, messages, and posts) online.
7. Using technology at appropriate times and in approved places, for educational pursuits.
8. Citing sources when using online sites and resources for research.
9. Recognizing that the use of technology at school is a privilege and treat it as such.
10. Being cautious to protect the safety of others and themselves.
11. Helping to protect the security of school resources.

Technology Prohibited Use Guidelines

Unacceptable uses of electronic resources include, but are not limited to:

1. **Accessing or Communicating Inappropriate Materials**—Users may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal materials or messages.
2. **Illegal Activities**— Users may not use the school's computers, electronic devices, networks, or Internet services for any illegal activity or in violation of any school policy/procedure or rules. American Academy Casablanca and its employees and agents assume no responsibility for illegal activities of users while using school computers or school-issued electronic resources.
3. **Plagiarism**— Users may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When using other sources, credit must be given to the copyright holder. Users should not take credit for things they didn't create themselves, or misrepresent

themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

4. **Cyberbullying**– Cyberbullying will not be tolerated. Harassing, denigrating, impersonating, and cyberstalking are all examples of cyberbullying. Do not send emails or post comments with the intent of scaring, hurting, or intimidating others. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime.
5. **Misuse of Passwords/Unauthorized Access**– Users may not share passwords; use any user account/password that is not assigned to them; or attempt to circumvent network security systems.
6. **Malicious Use/Vandalism**– Users may not engage in any malicious use, disruption or harm to the school’s computers, electronic devices, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.
7. **Avoiding School Filters**– Users may not attempt to use any software, utilities or other means to access Internet sites or content blocked by the school filters, including VPN or other means.
8. **Unauthorized Access to Blogs/Social Networking Sites, Etc.**– Users may not access blogs, social networking sites, etc. prohibited by the School Administration. Teachers and students using authorized social networking sites for educational projects or activities shall follow the age requirements and legal requirements that govern the use of social networking sites in addition to the guidelines established by the school.
9. **Degrade System Resources**– Users shall not use the network in such a way that would degrade the performance system resources or disrupt the use of the network by others. This includes but is not limited to excessive printing, file storage, online games, and video/audio streaming not directly related to educational projects, as determined by the supervising instructor or school administrator.
10. **Unauthorized Equipment**– Users may not attach unauthorized equipment, including personal laptops, tablets, and handheld devices, to the school network without permission from the School Administration.

Technology Privacy

The school retains the right to access and review all electronic and voice mail, computer files, databases, and any other electronic transmissions contained in or used in conjunction with an electronic device present on the school’s campus, regardless of ownership of the device. Students and staff should have no expectation that any information contained on such systems is confidential or private on any device present on campus and/or connected to the school’s network.

Technology Safety/Security

1. All users are given accounts upon entry into American Academy Casablanca. Any user account given is intended for the sole use of that user only. Each user is responsible for the security of the system. Passwords should not be shared. If a user shares a password with another, that owner of the account/user will be held accountable.
2. Users may not reveal personal information, including a home address and phone number, about themselves or another individual on any unsecured electronic medium, such as web sites, blogs, podcasts, videos, wikis, or social networking sites. If users encounter dangerous or inappropriate information or messages, they shall notify the School Administration immediately.
3. In accordance with the Student Enrollment Agreement Contract, staff may post student pictures on school/ school/classroom “public” websites as long as the student’s name or other identifying information is not included. Students’ grades, test results, or identifying pictures may be stored only on school-approved secure sites that require a username and password for authorized individuals to access.
4. Using electronic devices to make video/sound recordings or digital images of others without the consent of those being recorded is strictly prohibited. Restrictions against inappropriate language apply to all communication throughout the school network, including but not limited to public messages, private messages, and material posted on web pages. The use of cameras in any type of electronic device is strictly prohibited in locker rooms and restrooms.

5. School staff must maintain the confidentiality of student data. Students may be issued a school email address to improve student communication and collaboration on school projects. Email shall be used only for educational purposes that directly relate to school.

Damage/Liability

Users may be responsible for compensating the school for any losses, costs or damages incurred for violations of the Technology Acceptable Use Guidelines and school rules, including the cost of investigating such violations. The school assumes no responsibility for any unauthorized charges or costs incurred by users while using school computers, devices, or the school network. The school assumes no responsibility for staff or student devices present on campus, and all such devices brought to campus remain the sole responsibility of the student/staff-member and must remain in a secure location.

Terms of Use

American Academy Casablanca reserves the right to deny, revoke or suspend specific user privileges and/or take disciplinary action as per the Student Code of Conduct, for violations of these Guidelines. The American Academy of Casablanca reserves the right to examine, use and disclose any data found the school network and or all devices/equipment present on campus, regardless of ownership, in order to further the health, safety, discipline or security of the school community. The AAC email account is property of the school.

Children's Internet Protection Act

American Academy Casablanca is in compliance with the Children's Internet Protection Act (CIPA) and has installed technology protection measures for all computers in the organization. A technology protection measure is in place that blocks or filters Internet access. This filter protects against access by adults and minors to visual depictions that are obscene, child pornography, or — with respect to use of computers with Internet access by minors — harmful to minors. The content filter does monitor the online activities of minors and may be reviewed when deemed necessary. The school has the right to place reasonable restrictions on the material accessed or posted through the system.

3. Academic Evaluation

The academic programs at the American Academy Casablanca are based on a combination of American and Moroccan standards, along with the International Baccalaureate academic programs. It is adapted to meet the needs of our learners. Curriculum learning standards in Kindergarten through 12th grade are based on the California Common Core State Standards, content is driven by American/international school standards and norms, and methodology is founded on the principles of inquiry-based learning, which travels through the phases of play-based learning, project-based learning, and research-driven learning as the students become progressively more mature.

Considering the unique teaching and learning style at AAC, this section of the Handbook outlines all of the expectations, guidelines, and requirements related to academic evaluation, promotion across grade levels, and graduation requirements.

3.1. Course Programs (Syllabus)

At the beginning of the school year all Secondary parents and students will be provided with a course program that outlines the basic information for each course. The Course Program is an official school document that has been developed by a team of professionals including the course teacher, the Division Principal, the Academic Department Coordinator, and, as applicable, the IB Coordinator.

Course Programs follow a standard format across Secondary and include the following information:

- Course Title
- Prerequisites, if applicable (in High School)
- Course Description/Overview

- Major Projects, including links to Service Learning when applicable
- Primary Learning Objectives and major units

3.2. Academic Grades

Students receive an academic grade in each course. Grades are based on formative evaluation evidenced through class participation, classwork, project-based learning, and homework assignments, as well as summative evaluation, based on tests and quizzes. Teachers are required to implement grading in their courses based on the AAC grade scale.

3.3. Guidelines for Homework

Assignments, such as book work, worksheets, reading guides, and other work assigned in class or at the end of class that is completed partially or entirely at home, outside of class time are considered homework. It is used to reinforce previous lessons or prepare for future lessons and is designed in such a way that allows students to complete it independently without direct assistance from an adult.

Guidelines:

- Any assignment completed partially or entirely outside of class, other than projects, is graded as homework.
- In order to ensure a proper balance of homework and free time, it is the student's responsibility to distribute work on assignments throughout the week.
- The quantity of homework varies by grade level as appropriate or the developmental stage of the student, culminating with advanced courses in upper high school, as follows:
 - Exploratorium: No graded homework assignments.
 - Primary School: Grade level multiplied by 10 minutes (Ex: second grade, 20 minutes; fourth grade, 40 minutes).
 - Middle School:
 - 6th grade= up to 80 minutes per night
 - 7th grade= up to 100 minutes per night
 - 8th grade= up to 120 minutes per night
 - High School: Homework in high school will vary, according to the level of the course and the time of the year. Students should expect up to two hours of homework a night, as a general guideline. The expectation is that students learn to schedule their time and manage their workload. Students with multiple AP courses or in the IBDP may expect a heavier homework load.
 - For all levels, students are assigned reading in each of their language classes, and this does not count toward the total homework times outlined above.

Making up assessments

In Primary School, the teachers will arrange make-up tests within the regular school day. In Middle School and High School, the following apply:

- Any student who fails to attend an examination on its assigned date must complete a makeup upon return. This applies to excused absences only.
- Students have the same number of days to make up assignments as they were absent.

Minimum Passing Grades

A grade of 65.0 is considered the minimum passing grades on all evaluations and course final grades. Therefore, a grade of 65.0 or higher must be earned as the final semester average in a course in order to pass.

Remedial Summer Program

At times students do not earn the minimum passing grade in courses and are able to retake the course work in an AAC-approved remedial summer program. Remedial work options include Recuperation Exams, and/or Summer School. In the case of Service Learning, additional service programs may need to be completed.

In all cases, students who have not earned passing grades in all classes, either at the end of the school year or through a remedial program, are not eligible to be promoted to the next grade level and must repeat the year or will not be able to return to AAC.

Summer School

AAC offers summer school programs. These courses will be offered on a case-by-case basis, require previous approval from the Principal, and will last approximately 80 instructional hours during a four week period over summer vacation. Students who earn a passing grade on the summer school program, including a minimum of 80% on the final exam, will receive a grade of 75%. Students who earn a passing grade, but do not achieve a grade of 80% on the final exam will receive a final grade of 70%. Students who fail the summer school course will not be promoted to the next grade level. AAC requires that students pass all courses in each grade level in order to be promoted.

3.4. Promotion Across Grade Levels

The goal at AAC is that all students successfully complete the requirements for promotion across grade levels up through graduation. In order to achieve this, students must meet all requirements for the grade level for Academics, Citizenship, Service Learning and Attendance.

To be promoted to the next grade level in good standing students must:

1. Pass all classes, earning the minimum passing grade in each.
2. Earn a final Citizenship grade of 65 or higher.
3. Note: Students who fail to meet part of the criteria described above should refer to the “Remedial Work” section of this Handbook to regain good standing.

Students who do not pass a grade level may repeat at AAC at the discretion of the corresponding Division Principal and Head of School. All students who repeat grade levels are placed on Academic Probation and/or Conduct Probation and issued a Conditioned Enrollment Contract.

3.5. Graduation Requirements

In order to complete the US High School Diploma program at AAC, students graduating in June 2020 and June 2021 must earn the following credits during grades 9-12.

| Credits | Subject |
|---------|--|
| 4 | English Language |
| 4 | Math - including Geometry and Algebra 2 or equivalent |
| 4 | Science |
| 4 | Social Studies - including World History, US History, Gov/AP Gov |
| 1 | Moroccan Social Studies |
| 3 | French Language |
| 2 | Arabic Language |
| 2 | Fine Arts |
| 2 | Physical Education |

In addition to earning the credits outlined above, students must pass all classes each academic year in order to be promoted to the next grade level, as outlined in this Handbook.

Effective with the graduating class of June 2022 (10th grade class during the 2019-20 school year) specific course credits will not be required as such for students in the IB Programme. Instead, students must successfully complete the academic program from the corresponding grade level in order to be promoted to the next grade level. Successful completion of all courses in the academic program for grades 9-12, including eventual IBDP courses in grades 11-12, earns the US High School Diploma, effective June 2022.

3.6. Grade Conversion and GPA Calculation

The conversion of percentage scores to letter grades and to the 4.0 scale is calculated using the following table, which is recommended by the US College Board. AP courses receive 0.5 additional points on a 4.0 Scale.

| Letter Grade | Percent Grade | 4.0 Scale |
|--------------|---------------|-----------|
| A+ | 97-100 | 4.0 |
| A | 93-96 | 4.0 |
| A- | 90-92 | 3.67 |
| B+ | 87-89 | 3.33 |
| B | 83-86 | 3.0 |
| B- | 80-82 | 2.67 |
| C+ | 77-79 | 2.33 |
| C | 73-76 | 2.0 |
| C- | 70-72 | 1.67 |
| D+ | 67-69 | 1.33 |
| D | 65-66 | 1.0 |
| F | Below 65.0 | 0.0 |

3.7. External Testing at AAC

Assessment against international benchmarks is used to compare the attainment of AAC students to other international American curriculum school students. All students in grades K-9 will take MAP (Measuring Academic Progress). MAP tests to determine a student's instructional level and to measure their academic growth throughout the school year, and from year to year. MAP tests are administered based on a student's grade level in Reading, Math and sometimes Language Usage.

All students will take the College Board's PSAT in 10th grade during the regular school day on the date set by the College Board. Students in grade 11 will participate in a preparation course for the SAT as part of the

College and Career program, and the test is offered on Saturdays established by the College Board to students who enroll on the College Board's webpage.

3.8. Student Records

American Academy Casablanca maintains student academic records from the time of enrollment until the time of graduation or departure. These records are kept digital and/or physical and include report cards and academic transcripts. Additionally, while actively enrolled, other forms of reporting are also made available to students and/or parents, depending on the student's age.

Renweb

Academic grades, attendance records, and citizenship grades are available for parent view on Renweb. It is parents' responsibility to regularly check their child's progress on Renweb. Parents are considered as "informed" regarding all information included in Renweb.

Report Cards

Report cards are prepared and distributed at the end of each grading period. They are printed, signed and stamped at the end of the school year. If a student's tuition account reflects delayed payment, they are not eligible to receive the corresponding report card until the payment is made.

Report Cards in Exploratorium

Official academic grades are not given during early childhood through KG1, however, evaluation of the progress of academic and social development is officially documented and reported. Report cards will be kept in student files and sent home to parents four times a year. Report cards in early childhood are regarded as one assessment among many other valuable documentations of a student's growth and development of social, emotional and cognitive skills.

Report cards will note attendance data and assess the developmentally appropriate progress in the following fields:

- Language Arts
- Mathematics
- Social Studies/Science
- Physical Education
- Fine Arts
- Social Development

Report Cards in KG2, Primary School, Middle School, and High School

Report Cards reflecting the Academic Grade (percentage and letter), Citizenship Grade, and Attendance are sent home four times per year, at the end of each grading period. Semester grades are calculated by averaging the course grades from each quarter together, using equal weights.

Transcripts

Transcripts provide a complete and cumulative record of a student's academic work across school years in grades 9-12. They include the final course grades for all courses, cumulative GPA, attendance, and awards and recognitions earned.

Academic Transcripts reflect semester grades for each course completed at AAC or accepted as transfer credit into AAC. Transfer credits are marked with an * on the grade transcript. Courses passed in remedial programs or through other AAC-approved alternative means are marked with a °.

Transfer Credits

In order to gain admission, according to the Admissions Handbook, students entering American Academy Casablanca must have earned passing grades in all courses for the previous academic year from their previous school. Courses with a passing grade as per the stipulations in this Handbook from a (US) regionally accredited school are eligible for transfer to AAC, count toward graduation requirements, and will be included on the school transcript with proper annotation as transfer courses.

In some cases, credits from non-US regionally accredited schools may be applied, for instance a student transferring from a school with corresponding Ministry of Education accreditation from Morocco or another country, provided the student also meets English proficiency requirements.

Transfer credits are assessed only at the time of admission. Once a student is admitted to AAC, all credits must be earned through American Academy Casablanca courses or AAC-approved remedial programs.

3.9. Academic Honesty

AAC requires each student to take best advantage of their academic opportunities and to protect the opportunities of their classmates by adhering to the highest level of academic honesty and integrity. The following is intended to reflect and extend the academic honesty standards of the International Baccalaureate Organization (IBO) outlined in its Academic Honesty Policy.

Definitions: The terms listed below shall have the following definitions only within the academic honesty policy.

- A. Circumvent: to perform work in a manner inconsistent with instructions with either actual or apparent intent to gain an academic advantage
- B. Collude: to support malpractice by another student, as in allowing one's work to be copied or submitted for credit by another
- C. Electronic Device: any device with the primary purpose of which is to entertain or communicate, as outlined in the Technology Acceptable Use Policy of AAC.
- D. Fabricate: to manufacture or misattribute data or information in any work submitted for credit.
- E. Malpractice: any behavior that gains an unfair advantage for a student or that affects the work of another student (for example, taking unauthorized material to an examination, or engaging in behavior that disrupts an examination)
- F. Plagiarize: to represent the ideas or work of another person as the student's own by not following the requirements of the relevant writing manual.
- G. Record: to create an audio or visual record in class without teacher authorization.
- H. Self-Plagiarism / Duplicate: to present the same work for credit for more than one assignment whether in one course or multiple courses, regardless of the date of completion of the original work.

Efforts to Promote Academic Honesty at AAC

- A. Research skills are taught to students beginning in 7th grade. This process includes explicit instruction on many pertinent research skills including, among others, proper selection and documentation of sources, 6th Edition APA format, and more.
- B. The curriculum also teaches about how to avoid plagiarism, as well as the resulting ethical, academic, and conduct repercussions involving cases of plagiarism.
- C. AAC uses an institutional format for presenting all formal academic research in all subject areas. The format is based on the most recent edition of the 6th Edition APA Style Guide. Compliance with this format is required of all students and is included as part of the academic grade for any academic research project in all subject areas.
- D. AAC may use a plagiarism-detection software, which supports the development of original academic work through the detection of plagiarism in all assignments filtered through this platform. Students may be required to present written research projects via plagiarism detection software.

Student Requirements in Relation To Academic Honesty

- A. Every student shall follow the requirements outlined in the APA Style Guide. Students are presumed to understand the content of the manual, and is responsible for complying with the APA Style Guide.
- B. Every student shall promptly report any violation of this policy of which he or she knows or reasonably suspects to a teacher or the Administration.

Prohibitions

- A. No student may engage in any form of malpractice.
- B. No student shall circumvent, collude, duplicate, fabricate, or plagiarize.
- C. No student may use any electronic device during class or in a classroom unless the instructor previously authorized the student to use the specific electronic device at that time and place.
- D. No student shall record without the prior authorization of the relevant instructor.

- E. No student shall bring any materials to class or examination other than those specifically authorized by their instructors.
- F. No student shall withhold information or knowingly provide false information during the investigation of a potential violation of this policy.
- G. No student shall present any assignment completed in part or entirely by a person other than himself or herself. This is referring principally to the misuse of tutors or outside teachers.

Policy Violations and Consequences: Any student who commits academic dishonesty as outlined in this policy will receive an Office Referral which will result in an investigation and consequences as outlined in the Code of Conduct.

4. Student/Family Life

4.1. Service Learning

AAC students demonstrate fulfillment of the school's values in many different ways, but perhaps none are as profound or impactful as participation in the Service Learning Program, which fulfills the requirements for the IB Program in Middle and High School. By implementing Service-learning programs at AAC, we create the opportunity to involve a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.

As the school prepares for alignment with the IBO's programs, the Service Learning program at AAC promotes the IB's Creativity, Activity, and Service (CAS) objectives in grades 11 and 12 and those of MYP Community Service Projects in grades 6-10. Community Projects in the Exploratorium and Primary School are linked to experiential learning and giving back to the local and school community.

Service Learning in Primary School and 6-10 (Community Service Projects)

Students in grades 1-10 are required to complete group Service Learning projects. Students in grades 9-10 are also complete individual Service projects in addition to their group projects.

Program Objectives

- Develop awareness of their own strengths and areas for growth
- Take on challenges that allow them to develop new skills
- Discuss, evaluate, and plan activities on their own initiative
- Persevere in the process
- Work in collaboration with others
- Develop an international mindset through global commitment, multilingualism, and intercultural understanding
- Consider the ethical implications of their actions

Expectations for Community Service Projects

- Students will receive a PASS/FAIL grade in Community Projects for their participation and completion of the requirements.
- Students who do not complete any aspect of the Service requirement, such as turning in the documentation, attending the service activity, etc. must make up a number of hours individually and outside school in order to earn a PASS for the course.
- If a student has pending requirements for any grading period, they will be required to complete the pending work during the following vacation period.
- Students will not pass to the next grade level until all Service requirements outlined in the Course Program for the corresponding grade level are fulfilled.

Guidelines for Group Service Projects

Students are required to complete one community service project per year as a homeroom group. This project must be a challenge for students, characterized by emphasis on an identified community need, social consciousness, ethics, teamwork, and dedication of time through service. This project must be integrated with

various academic subject areas. Group Projects will be organized during the Service class, and interventions will normally take place during regular school days.

Guidelines for Individual Projects

In addition to the group projects, students in grades 9-10 will complete individual projects.

- Individual Projects may be organized in or out of the Service class, and interventions must take place outside of regular school hours.
- The Service Learning Teacher will supervise each individual student to assure that the required number of hours and documentation is carried out correctly and completely.

Service Learning in Grades 11-12

There are two formats for Service Learning in grades 11 and 12, depending on if the individual student participates in the IB Diploma Program or the traditional curriculum during those grades.

Traditional Curriculum Program (Required of all students until IBDP is implemented)

This program is a continuation Service Projects described above for grades 6-10. The same structure and rules apply.

Requirements for IBDP Students: Community Action Service (Once the IBDP begins at AAC)

The traditional Service Learning Program at AAC is replaced with the Creativity Action Service (CAS) Program for students participating in the IBDP during grades 11 and 12. CAS at AAC is generally guided by the requirements set forth by the IBO for CAS as outlined in the document called: *Creativity, Action, Service Guide*. All aspects not addressed in this brief overview can be found in that document.

Objectives

Through participation on the IBDP CAS Program, AAC students will become:

- Reflective thinkers—They understand their own strengths and limitations, identify goals and devise strategies for personal growth.
- Willing to accept new challenges and new roles.
- Aware of themselves as members of communities with responsibilities towards each other and the environment.
- Active participants in sustained, collaborative projects.
- Balanced—They enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

Each project must include at least two of the following: Creativity, Action, and Service. However, one of the projects may be limited to just one area, if the student chooses to do so. Each student must complete the following CAS projects over an 18 month period during 11th and 12th grades:

- 1 Full Grade-Level Project: Projects organized by the homeroom teachers, taking place on the date(s) established by the school. Students and homeroom teachers participate in this activity together. This is completed during the 11th grade year and is required in order to pass on to 12th grade.
- 1 Small Group Project: Projects which are organized and carried out by groups of 5-10 students outside of school hours. The Service Learning Teacher/CAS Coordinator is responsible for ensuring student compliance and reporting any issues to the IB Coordinator.
- Individual Projects: Projects which are organized by individual students and focus on one of the following areas: direct service, indirect service, research, and advocacy. Each project must last a minimum of one month.

4.2. Awards and Recognitions

Academic Excellence: Academic Excellence lists will be published at the end of each grading period and will include students who achieved at least a 3.5 GPA for Honor Roll and a 3.75 GPA for High Honor Roll.

Citizenship Award: The Citizenship Award is granted to students who have a Citizenship grade of 93 or higher, who have successfully completed their Service Learning Program requirements, and who are then confirmed by their teachers and Principal as students who regularly demonstrate the AAC Values of integrity, compassion, respect, responsibility, and excellence.

Additional Honors and Recognitions for Graduating Seniors

During the graduation ceremony, American Academy Casablanca recognizes students for a variety of achievements during their high school years:

Valedictorian: The Highest Academic Average during all course work from AAC grades 9-12. Calculated by averaging together the individual course grades from all Final Report Cards from grades 9-12. Only students who attended AAC for at least two years of high school are eligible.

Salutatorian: The Second Highest Academic Average during all course work from AAC grades 9-12. Calculated by averaging together the individual course grades from all Final Report Cards from grades 9-12. Only students who attended AAC for at least two years of high school are eligible.

4.3. Promotion and Graduation Ceremonies

For most students, promotion and graduation ceremonies signify an important moment in their academic career. Attending the commencement ceremony is an important way to celebrate the student's achievement with their families, fellow students, and teachers. But it's important to remember the distinction between "walking" at the graduation ceremony and actually graduating—receiving a diploma or degree. They each have different requirements. That means some students who've successfully completed all of their coursework and other graduation requirements may find themselves barred from participating in commencement. Others who haven't quite finished or are following a different academic path may sometimes be able to walk at the ceremony with their peers.

Kindergarten, 5th and 8th Grade Promotion Ceremonies

The Kindergarten, 5th and 8th grade promotion ceremonies are celebrations and recognition of students who have successfully accomplished their goals and who embody the values of AAC. Participation in these ceremonies signifies that students are ready for the next level in their educational process.

The day and time of these events will be communicated to parents at the beginning of the school year. These events take place on the AAC campus. Students must wear the AAC uniform for the ceremony. The program for these ceremonies consists of a student procession, adult speakers, certificates of merit and a closing song.

Senior Graduation

Graduation Requirements: All students must meet graduation requirements as outlined in the handbook and pay all outstanding debts in order to participate in the graduation ceremony.

Graduation Rehearsal: All students who are approved to participate in the graduation ceremony must participate with their classmates and school administration in the scheduled rehearsals.

Graduation Ceremony: Seniors who are in good academic and behavioral standing will be allowed to participate in the school's official graduation ceremony. Students who are not in good standing will not participate and, if earned, will receive their diplomas at a later date. Each student must meet all the school's requirements, including cooperation with all ceremony preparations, to be a part of the official ceremony.

Appropriate Dress: Ladies: Dress, skirt and blouse, and dress shoes-- should be flat or with low heels. Gentlemen: Dark colored slacks, light colored shirt, tie, and dark shoes with socks. Parents/guests: This is a semi-formal event—please dress for the occasion.

Only school authorized cords, collars, and stoles are permitted on the caps and gowns. Other decorations and adornments are not allowed.

Behavior: Appropriate behavior is expected at all times! If the staff at the check-in area determines that a graduate's conduct, physical condition, or appearance is such that it could be disruptive to the program, that student will not participate. Remember, this is a privileged, invited event by school officials. Graduates who intentionally disrupt the ceremony will be escorted out of the area and off AAC school grounds, and will not receive their diploma during the school officiated ceremony along with the participating graduates. A parent/student/administrative conference hearing will be required and scheduled within the next 48 hours as a prerequisite to being issued the official diploma.

All speeches must be supervised by the graduation advisor, and go through an approval and review process by the Principal.

Photographs: The officially sanctioned school photographer will take photos throughout the night, including a photo of each graduate as they cross the stage and receive their diploma. As such, parents should not move around the site during graduation.

4.4. Athletic Program

The athletic program at American Academy Casablanca is designed to contribute to the balanced development of the school community through participation in competitive sports. The program puts special emphasis on basketball, soccer, and volleyball; meanwhile, teams in other sports may also be formed when interest and opportunity arise.

Athletic Teams in Primary Grades 2-5

There is no tryout or selection process for sports teams in Primary. All students who wish to participate are invited to join, as long as space is available. Teams practice twice per week for one hour. The following sports teams are offered in Primary, pending sufficient enrollment and interest:

- Boys Soccer
- Girls Soccer
- Boys Basketball
- Girls Basketball
- Boys Volleyball
- Girls Volleyball
- Tennis

If there is not sufficient enrollment to merit separate boys and girls teams, a single, unified team will be opened in order to promote the development of skills in the sport. If there is still not sufficient enrollment to make the sport worthwhile, the team may be canceled and offered again the following semester at signup time.

If games or competitions fall during school hours, the homeroom teacher will determine if the student has permission to participate. Appeals will be seen by the Primary Principal, who will ultimately decide if a student may participate or not.

Athletic Teams in Middle School and High School

The following sports teams are offered in Middle School and High School, pending sufficient enrollment and interest.

- Boys Varsity and Junior Varsity Soccer
- Girls Varsity and Junior Varsity Soccer
- Boys Varsity and Junior Varsity Basketball
- Girls Varsity and Junior Varsity Basketball
- Boys Varsity and Junior Varsity Volleyball
- Girls Varsity and Junior Varsity Volleyball

If there is not sufficient enrollment to merit separate Varsity and Junior Varsity teams, a single, unified team will be opened in order to maintain the program. If enrollment or interest increases, the school reserves the right to hold tryouts at any time to divide students between Varsity and Junior Varsity teams. The corresponding coach holds sole responsibility for placing a student on a Varsity Junior Varsity team. Likewise, the school reserves the right to condense or cancel teams, if enrollment/participation so merit.

Eligibility Requirements for Varsity and Junior Varsity Teams

AAC athletes represent their school with pride. As such, they must demonstrate AAC values at all times and try their hardest academically at all times. The following requirements must be met in order to join or remain on an AAC Varsity or Junior Varsity athletic team:

1. Must be in grades 6-12
2. Must be passing all classes on the most recent report card.
3. Students on Academic or Conduct Probation are not eligible without explicit written permission from the Division Principal.
4. Must have at least a 80% Citizenship grade and have not more than one Major Infraction and no Severe Infractions during the grading period.

Appeals or requests for exception must be made to the Division Principal, who will ultimately decide if a student may participate or not.

Sports Practice and Games for Varsity and Junior Varsity Teams

In order to build talent, sportsmanship, and the sense of team, practices for Varsity and Junior Varsity sports teams are held twice per week. Games may be held during practice, after school, or on the weekends. The following guidelines apply to sports practices and games:

- Students must be present and punctual during practice in order to maintain good standing on the team and participate in games.
- Students are not eligible to participate in the next game if they missed the last practice.
- To participate in games, the official team uniform must be used in its entirety.
- The AAC Student Code of Conduct is applicable at all sports practices and games.
- Students serving detention or suspension, including in-school suspension, will not be allowed to participate in practice.
- Students must immediately leave campus after practice or games and be picked up by parents or guardians.
- Coaches are responsible to ensure the safety and proper supervision during practice hours and until the last student is picked up after practice or games.

Athletic Games During School Hours

At times, sports games may take place during class time, including participation in national and international tournaments. When students are to miss classes to participate in sports, the following guidelines apply:

- The Athletic Coordinator will send information to teachers, informing about the game and requesting the participation of specific students.
- In order to attend:
 - the student must be passing the class or classes in which he/she will miss for the game/tournament.
 - he/she may not have more than four absences in the current grading period, not counting absences for school events.
 - he/she must not have frequent absences from after school practices. This is at the coach's discretion.
- The classroom teacher and Principal makes the final decision about a student's absence from his/her class, regardless of the student's academic grade. This decision must be communicated to the Athletic Coordinator at least one day before the game, or else the response is considered positive.
- It is the student's responsibility to complete any missed work, evaluations, or activities resulting from absence from class for sports games.
- A student may also decide not to miss classes in order to attend games, but he/she must notify the Athletic Coordinator with anticipation.

Appeals or requests for exception must be made to the Division Principal, who will ultimately decide if a student may participate or not.

4.5. After School Activities

After School Activities include a variety of activities in sports, music, arts, crafts, academic programs, and other exploratory courses. Students are encouraged to participate in after school activities. More information about after school activities is available each semester.

4.6. One Day Field Trips/Service Learning Trips

Field trips are planned to provide real-life experiences to complement the classroom curriculum. Individual permissions slips are required to be signed by parents for each trip. A letter will be sent to parents with information regarding the trip, location, objectives, and chaperones before students depart campus.

Parents may, for valid reasons, request that their children not participate in a scheduled field trip. In this instance, the student will remain at home and will have an absence for the school day. Alternative academic assignments will be assigned to achieve the learning objectives from the field trip through another means. In the case of service learning trips, the work must be made up at the same (or a similar) location, as approved by the school.

The AAC Student Code of Conduct, dress code, and all other school rules apply during field trips. Field trips will have ample supervision, considering the following staff:student ratios: Kindergarten and Elementary 1:6, Middle and High School 1:12. If the trip is co-ed, at least one male and one female chaperone will accompany the group.

School uniforms or attire appropriate to the event/activity must be worn on field trips. If exceptions are to be made, they will be communicated in the field trip informational letter. Students who are not in proper uniform may be excluded from the activity at the Division Principal's discretion.

4.7. International Travel Opportunities

Procedure to participate in International Travel Opportunities:

1. Receive an invitation or express interest in participating in one of the AAC International Field Trips.
2. Parents and students must attend meetings or otherwise accept that they have been informed about the details related to the trip.
3. Pay the initial deposit and submit a digital copy of the passport information page and any required visas by the established deadline(s). Deposits are non-refundable.
4. Comply with all payment deadlines, since the trip is self-financed.
5. Agree to the rules listed below and follow them while on the trip.
6. Upon return, share with classmates about the experience.

Rules for International Travel Opportunities:

1. Any violation of any school policy or failure to strictly adhere to instructions from the staff in charge will result in an Office Referral. Rules are strictly adhered to during all international travel.
2. Cell phones are permitted under absolute student responsibility.
3. When in hotels, students are not permitted to leave their rooms after the designated time for any reason until the chaperones notify them the following morning.
4. If the rooms have telephones, students will be given the number of each teacher's room and instructions on how to handle an emergency at night.
5. While on a trip, behavior issues could result in the student losing privileges such as participating in activities with their peers, sleeping in a room with peers, etc.
6. In extreme cases, a student may be sent home from an international field trip for severe or repeated violation of rules or conduct. A parent must accept responsibility for taking the student home soon as they are notified by the school administration.

7. Violation of these rules or the Code of Conduct while on any field trip may result in loss of privilege to attend any future off campus activity for the rest of the school year or during subsequent school years at the school's discretion.

4.8. Assemblies

Assemblies are held throughout the year to celebrate student achievements, build community and mark cultural events. Assemblies occur during the school day, and parents of students participating in the events are invited to join.

4.9. School Events and Productions

School events and productions are opportunities for AAC students to showcase their talents and hard work, as well as to build community. During the school year there are several events and productions that may take place in the evening or during the school day. Parents and students are encouraged to attend after school events and productions to support our students who are performing. During these events, school policies regarding behavior and dress remain in effect.

4.10. Student Health

AAC is committed towards Health education and teaching our students about physical, mental, emotional, and social health welfare. Health education motivates our students to improve and maintain their own personal health, while helping to prevent diseases, and reducing one's exposure to risky behaviors. Health education curricula and instruction help AAC students learn the skills needed to be used to help encourage making healthy choices throughout their lifetime.

The purpose of the AAC Clinic is to have a safe and accessible area to be able to adequately provide medical treatment for minor injuries sustained during the school day. The school clinic is not equipped to handle major injuries that require more advanced or immediate medical treatment.

The AAC Student Health Office will provide first aid care for students who become ill or injured during the school day. When a student is too ill to remain in school, parents will be notified to pick them up. In the case of a serious illness or injury, the school designated nurse will call emergency services to provide transportation to the nearest designated hospital. We encourage you to notify the student health office of any special health needs that may arise.

Immunizations Required for Attendance to AAC

According to the Admissions and Enrollment Handbook, each student must show evidence of age-appropriate vaccinations in accordance with Moroccan law and regulation, including vaccination against the following:

- DTaP (diphtheria, tetanus, and pertussis);
- Polio (polio);
- (MMR) measles, mumps, rubella;
- Haemophilus influenzae, type b (Hib);
- Hepatitis B;
- Varicella (chickenpox);
- Other vaccines, upon request of AAC.

Self-Administered Medication

- This is defined as any medication that is being brought onto the school grounds to be administered by the student (ie: inhalers, eye drops, etc.).
- Certain medications may be designated as a self-administered medication. A Self Administration of Medication Authorization Form needs to be signed by a parent/guardian for prescription or over-the-counter treatments used during school hours and approved as needed by the nurse. A copy of this form should be turned into the Nurse to be kept on file in the Nurse's Office. A copy of this form signed by the nurse should also be kept with the student who is self-administering a medication. All other medications should be administered under supervision of the nurse in the school clinic.
- Students may not share their prescription with any other students. Appropriate disciplinary action will be taken by the acting school principal if a student is found to be in violation of this school policy.

Nurse-Administered Medication

Any OTC medication or doctor prescribed medication administered to students by the nurse:

Over the Counter Medication

Nurse Administered Personal Medical Consent Form must be filled out and turned into the nurse before administration can begin. These are medicines such as cough syrups, antihistamines, and decongestants which may be given if necessary. A list of OTC medications available at the school pharmacy will be specified on the Nurse Administered School Pharmacy Consent Form. **All OTC** medications must be brought to the school Nurse's Office in its original container, labeled with the student's name and instructions for the dosage and times to be given.

Prescription Medication

The same forms and procedures as over the counter medications must be followed for doctor prescribed medications. Parents must bring into the Nurse's Office the prescription order or a copy of the written order by the physician with labeled medication to be discussed with the school nurse.

The use of the school elevator/lift is to only be used by permission of the administration or School Nurse

Managing Chronic Conditions

- Asthma-If a student is having a hard time breathing he must be accompanied by a peer or staff member to the Nurse's Office; unless the student is unable to walk, in which case, the nurse should be notified immediately of the student's location.
 - Asthmatic students must have a rescue inhaler on them at all times, while at school, if they are trained for self-administration. If the student is not trained, a parent/guardian should leave the inhaler with the nurse (**see Prescription Medications section above for procedures and forms**).
 - In case of a severe asthma attack (i.e. if the inhaler has no effect after five to ten minutes or the child shows signs of rapid deterioration) the school will call for an ambulance to take the student to the school's designated hospital. If absence of breathing and/ or pulse is present, a nurse or trained personnel will begin CPR immediately.
- Diabetes-The parent/guardian must provide the following:
 - A physician's documented diagnosis of diabetes; specifying hypo or hyperglycemia and the specific treatment plan.
 - A physician's order form of all treatment equipment requirements including but not limited to: insulin, insulin syringes, insulin pen and insulin pump.
 - All documentation from a physician should be renewed annually.
 - Parent/guardian completes and signs the Nurse Administered Personal Medical Consent Form.
 - Student's ability to perform diabetes monitoring and treatment independently will be assessed by the school nurse.
 - Upon approved admission to the school or for students who are already enrolled in school and are newly diagnosed with diabetes; parent/ guardian should meet with the school nurse to determine the best strategy for managing the student's condition.

The Use of Epinephrine in School

The school nurse will administer Epinephrine only if the medication has been provided by the parent or guardian. This is to be used for students who have the potential for life threatening anaphylactic reaction. See the prescription medication section.

Illness Exclusion Policy

AAC does not allow children who are ill or have symptoms of illness to attend classes. Symptoms or conditions which may prevent a student from school or for which they will be sent home, include but are not limited to:

- Diarrhea or vomiting
- Fever greater than 100 degrees Fahrenheit
- Unusual color to the skin or eyes
- Rash

- Severe cough
- Skin infections
- Unusual behavior
- Child is cranky or less active than usual or listless
- Child cries more than usual
- Change in eating or drinking habits
- Sore throat, earache, swollen glands
- Skin or eye lesions that are severe, weeping or pus-filled
- Any of the communicable diseases including but not limited to chicken pox,
- Strep, scabies, measles, etc. Please notify the Center if your child has contracted a communicable disease.
- Head lice
- Complaints of severe pain

In order to return to school, children must be fully recovered, without the aid of fever reducers or other medications that temporarily mask symptoms. Children must be able to fully participate in a busy school schedule. When children are sent home from school due to illness, parents are given an “Exclusion Notice” which indicates when the child can return. Our exclusion policies protect both ill and well children. There will be less illness at school if ill children are kept at home.

If a student feels unwell during the school day, he or she can rest in the medical room under the Nurse’s supervision. Only the Nurse and Principal may grant students permission to go home sick. Teachers should NOT send students to the office to call home for being sick. Instead, teachers must refer sick students to the Nurse, who will make the decision and contact parents, if necessary.

In the event of an injury on campus, AAC medical devices and equipment can only be used on the day of the incident. Parents are responsible for providing appropriate devices and equipment needed for recovery of said injury (ie. crutches, wheelchairs, etc).

Student Illness, Accident, or Injury on Campus

When a student falls ill or suffers an accident or injury on campus, the following procedure is followed:

1. Student is taken immediately to the nurse’s office.
2. In the case of an accident or injury on campus, the Student Accident Report form is filled out by the staff member who witnessed the accident/injury. (See below in Section 4.11.7)
3. The nurse checks on the injury and determines the next plan of action, either sending the student back to class, to the clinic for external consultation, or home, based on the following criteria:

a. Sending the student back to class:

- Only a minor cut or scrape, and no further danger is imminent or apparent.
- The student may be allowed to rest for a few minutes in the office, upon the nurse’s discretion.

b. Sending the student to the clinic for external consultation:

Any injury that is beyond a minor scrape or cut results in the student being sent to the clinic for external consultation. Examples include, but are not limited to:

- Concussion
- Loss of consciousness
- Suspicion of broken bone
- Suspicion of internal injuries
- Massive bleeding/Hemorrhage
- Severe injuries to the head, face, neck and mouth

c. Sending the student home:

Minor issues that are enough to keep the student from class, but not sufficient to merit a trip to the clinic, such as:

- High fever, vomiting not linked to/ following a fall
- Stomach virus

- Suspected head lice and/or nits
- Pink eye
- Other similar situations

Procedures for sending a Student to the Clinic for External Consultation

1. When the nurse determines a student must be sent to the clinic for external consultation, the nurse puts a message into the Emergency Contact Group (which includes all members of the Leadership Team).
2. The Division Secretary informs the parents via telephone.
3. The student is transported via official school transport or ambulance depending on the severity and urgency of the injury to the Clinique Ville Verte. He/she is accompanied by the Nurse, Division Principal, or the Division Principal's designee.
4. The student will be taken to the clinic, if deemed necessary, by the nurse or Division Principal regardless of whether it was possible to contact the parents, and ongoing efforts to contact the parents.
5. Once the parent arrives at the clinic, the student is released to his/her parent's custody at that time, and the AAC Staff member returns to campus.
 - a. If the parent does not go to the clinic, and the clinic provides medical release of the student and deems it is appropriate for the student to return to school, he/she will be sent back to class upon return.
 - b. If the parent does not go to the clinic, and the clinic does not provide medical release, the Division Principal will take over the case at 5:30 PM and manage the situation with parents. A designee from the school will remain with the student until the parent arrives.
6. The school nurse prepares the insurance form and any other necessary documentation and gives these documents to the hospital staff for processing.
7. The Nurse ensures the Student Accident Report is completed and provides it to the Division Principal for follow up with the parent.
8. The Division Principal contacts the family for follow up and signs the form to close the case.
9. The Student Accident Report is returned to the Nurse to be filed in the student's medical file, and it is logged into RENWEB, and the incident is concluded.

Note:

The school health office will not attend accidents or injuries sustained off campus. When it is deemed that a student was injured off campus, the parents will be called to come and pick up the student.

Toilet Training

Students are supposed to be toilet-trained when they enter ECE, but there are some who enter and are still not toilet-trained. In the Toddler class, students are required to be toilet-trained. Accidents do happen in Pre-Kindergarten and Kindergarten.

Parents are asked to:

- Take their children to the toilet before they leave home and/or when they come into the classroom.
- Bring in lots of spare clothes — pants, trousers, socks, tights
- Take home to wash, and remember to replace, wet or soiled clothes
- Talk to their child's teacher about how it's going in the classroom

If a student is still in diapers at home during the day, pull-ups need to be worn upon enrolling them into AAC. A daily routine of using the toilet frequently should be practiced, for example:

- on waking up and before going out
- upon returning
- 15/30/45 minutes after eating or drinking

Give lots of praise when the use of the toilet has been successful and for "good trying!" Dress students in clothes which can be pulled down by themselves. Stay calm and positive!

Ramadan

AAC does not promote any specific creed or religion; however it is understood that the majority of AAC families are Muslim. Therefore, special considerations are given during Ramadan. These include a shortened school day during the Ramadan period as described in this Handbook, as well as increased physical spaces for student and staff prayer.

It is also understood that adults, as well as many students in Middle School and High School may desire to fast during this time. Students in Exploratorium and Primary School are not permitted to fast without explicit written permission and instruction from their parents. Students, regardless of age, who are fasting and experience health concerns, such as dehydration, low blood sugar, low blood pressure or other, at the sole expression of the nurse will be given water and requested to eat. Parents will be contacted to make further decisions regarding fasting when health-related circumstances for all minors arise. The school cafeteria will operate as usual during Ramadan.

4.11. Student Government

Requirements to Run for Student Government

- Have Academic grades of B- or higher in each class on the most recent report card
- Have a citizenship grade of 83 or higher on the most recent report card
- Have the desire to represent your Class

Students who wish to represent their classmates may run for class officer. The members of the student government meet periodically to discuss student-related issues and plan events. The 12th and 8th grade class officers represent the student body on the AAC Community Board.

4.12. Payments, Financial Aid and Scholarships

To ensure the smooth operation of the organization, all parents must be up-to-date with their school payments. The school asks families to pay the registration fee for the following year in the spring, then make the semester one payment in August. At this point the family also must sign the payment contract and the Handbook Acceptance form. The second and final tuition payment is in January. Late payments receive a Late Fee, and once the payment is over a month late the student may be denied school access. Payments are made in the business office.

In accordance with Board Policy 3.070 "Financial Aid/Tuition Reduction", signed into effect by the Executive Board in April 2018, it is in the best interest of AAC to maintain a student body that is diverse in both ethnicity and socio-economic makeup. In fulfilling that goal, there may be circumstances for individual families that would make it difficult or impossible to pay the full tuition required of them for admittance or continued enrollment.

Tuition reduction may be considered if there is a compelling reason why the student should attend American Academy Casablanca. In such circumstances a tuition reduction may be justified. Financial Aid decisions are managed directly by the Head of School. Please contact the Admissions Department for information.

4.13. Parent-Teacher Organization (PTO)

AAC parents who wish to help the school with events and community building can serve on the PTO. This group is led by our parent and teacher Community Board members, and is made up of various committees (Events, Feedback, Staff Relations, etc). Parents may volunteer to serve on one of these if interested, depending on their interests. The PTO also hosts a quarterly General Parent Meeting, to provide information and solicit feedback.

Each homeroom in Exploratorium and Primary requests the participation of room parents, specifically for each class. Each grade level in Middle School and High School requests the support of room parents that support the overall grade level, as opposed to the specific homeroom. There is no limit to the total number of room parents that may serve a given class or level each year.

4.14. Personal Items

Students in Middle and High School all are assigned lockers, where they should keep their belongings at all times when they are not physically with them. The school is not responsible for lost, damaged or stolen items of the students.

4.15. Image Use

AAC uses student images in promotional material and social media. Names do not accompany images. If a parent would prefer their child's image is not used they may contact the Main Office in writing and the school will not use that child's image.

5. Additional Guidelines for the Exploratorium

Because the needs of young children and their parents are unique in relation to the whole school community the following sections outline variances of AAC school policies developed to best support the Exploratorium.

Body Rest Time-All children in grades lower than Kindergarten will have a body rest time too. Effective rest and sleep strategies are important factors in ensuring a child feels secure and safe in an environment. "Rest" is defined as a period of inactivity, solitude, calmness or tranquility, and can include a child being in a state of sleep. Each child needs to bring their own small pillow, sheet and blanket with their name on it. Children's bed linen will be brought home to be washed every two weeks.

Extra Uniforms in the Exploratorium-Exploratorium students are asked to bring in two extra sets of clothing daily and an oversized t-shirt to be used as an art smock. Please label all clothing to help identify lost items.

Toys from Home-Students are allowed to bring a single object from home such as a book or soft animal as it can offer comfort; act as a practice in sharing as well as responsibility for personal items; and offer a window into interests, developed games and stories. No objects are allowed that make noise or promote aggressive play. Please do not bring any item that would cause great upset if lost or broken. If the item is left at school the student will have to wait until the next school day to retrieve the item as part of the practice of responsibility and flexibility. While we make every effort to care for all materials, teachers are ultimately not responsible for items brought from home.



AAC prides itself on having a student body from around the world. With over thirty nationalities represented in our student and staff population, it is vital that AAC honors a multi-lingual and cultural approach to learning. The school's language philosophy centers around a tri-lingual approach, both in language acquisition and in a broader cultural understanding that stems from language study. AAC students take all of their core academic classes in English, but also have daily French and Arabic language classes, beginning in Kindergarten. All three languages are celebrated and promoted in a variety of ways to ensure school stakeholders feel included in the learning atmosphere.

Entry to and Duration of the Program

During the admission/induction process for grades three and up, students complete exams in English, French and Arabic. Based on the results of these tests, an entrance decision regarding admission to the AAC is determined, along with eventual required support in language and other areas.

Students are placed in the proper language level of their grade for French and Arabic (Beginner, Intermediate, or Advanced). In the case of English, students are either admitted directly to the mainstream classroom without the need for support or admitted with required language support when their language deficiency in English is no more than two grade levels behind their peers in terms of language comprehension and production.

For entry to the program, students demonstrate the following characteristics during the admission process:

- English
 - 1 year Deficient: Push-In and/or Tutoring
 - 2 Years Deficient: Pull-Out, Push-In, and/or Tutoring.
 - 2+ Years: Not admitted/Admitted with required participation in the ESL program.
- French
 - In Primary, students are tested into the Beginner, Intermediate, or Advanced class as compared to their peers in the same grade level.
 - In Middle School and High School:
 - Mainstream French Class
 - Mainstream French with Language Support in French
 - French as a Foreign Language
- Arabic: Students are tested into Beginner, Intermediate, or Advanced class as compared to their peers in the same grade level.

The period of time the student remains in the program will depend on his/her language level, and in most cases is less than one school year.

At the end of the school year, or at any time during the school year, the Language Support Teacher will determine if the student should continue with the same forms of language support, modified forms of language support, or exit from the program. This is communicated via a report completed by the Language Support Teacher and approved by the Division Principal.

Types of Language Support

AAC offers multiple options for students to develop their language skills. The following language support programs are available for AAC students:

- Language Pull-Out or Push-In
- Tutoring
- English ESL Program
- French and Arabic Leveled Classes

Language Pull-Out Program

The Language Pull-Out Program is offered for English in grades 1-8 and follows the same curriculum as the mainstream language classroom. However, when language level is an obstacle to success in the mainstream classroom, the Language Support Teacher will work with the students involved, providing additional support and guidance until the time in which the student is able to be successful in the mainstream classroom without

additional support. These classes may take place during the mainstream class or at another time determined by the Administration in order to avoid absence from the classes; this largely depends on the level of support required. When possible, students are pulled out with other students in their grade level who are at similar language proficiency levels.

The Language Support Teacher provides support to students outside of the class by working closely with the Classroom Teacher to differentiate work for students, ensuring that resources and materials reflect and support the language instruction needed.

Language Push-In Program

The Language Push-In Program is offered in English in grades 1-10 and allows students to attend regular classes with additional support from a Language Support Teacher. This level of support is reserved for students with foundational skills in the language, but who require minimal additional support during their transition into the mainstream classroom at AAC. This is sometimes required of new students, as well as students transitioning out of the Language Pull-Out Program. Within this model, the Language Support Teacher works closely with the Classroom Teacher in order to scaffold materials to support students, as they are weaned off the program.

Language Tutoring

At times a student may require after school tutoring in addition to, or as opposed to, other types of language support offered at AAC. In these cases, the Learning Support Teacher will notify the parents and get them in contact with AAC-approved tutors, as described in the Tutoring section of this Handbook.

French/Arabic Language Leveled Classes

French and Arabic form part of the core academic curriculum at AAC in Primary School, Middle School, and High School, culminating with IB Courses offered in both languages (once authorized by the IBO). During the admission process, all applicants are tested in French and Arabic in order to assess their proficiency in those languages.

For Primary, based on the results of these tests, students are placed within a Beginner, Intermediate or Advanced class for French and/or Arabic. As students progress and demonstrate improved language proficiency, they are moved to a higher level class for each language.

In Secondary, Arabic is divided into Beginner, Intermediate, and Advanced, with the option of culmination in **IB Group 2** (Language Acquisition) Arabic Class (once AAC becomes IB Authorized). In the case of French, students are placed into Mainstream French, culminating in **IB Group 2** (Language Acquisition), depending on their proficiency level. Additional language support exists for students in Middle and High School French.

Diploma Programme Language Policy

In the IB Diploma Programme, AAC will offer Language and Literature as Language in English HL/SL. In Language Acquisition, AAC will offer Arabic SL/HL and French SL/ HL. All students will receive the same AAC Language Support until 10th Grade. Once they enter the Diploma Programme, students will receive tutoring as the only support.

If a transfer student or any other student wants to take a language course that is not offered by AAC but it is offered by Pamoja Education, our site coordinator and IBDP coordinator must help the students register for the course. The DP coordinator must monitor the student's progress and organize the assessment for the online course.



Assessment is a continuous, comprehensive process integral to learning and teaching. It is how teachers gain knowledge of their students' needs, achievements, growth, and abilities, enabling planning and instruction to be more effective, thereby improving student achievement.

Principles

- Assessment is at the heart of teaching and learning.
- Assessment is central to classroom practice. Teachers will plan tasks, activities and questions which will help students demonstrate their knowledge, understanding and skills.
- Assessment for learning should focus on how students learn. We recognize that every student is unique and students learn in different ways. We help students become aware of how they learn as well as what they learn and we recognize that all students can learn.
- Assessment for learning should be a key skill for all educators. We ensure that all staff are skilled in assessing student learning, identifying the next steps and helping to move the students on.
- Assessment should always be sensitive, constructive and accurate. We ensure that all assessments are accurate, meaningful and are used to inform teaching and learning. We ensure that students are suitably challenged in order to fulfill their full potential.
- Assessment should motivate learners. We are aware of how students' confidence can be affected by comments on their work. We celebrate what each student can do, emphasizing progress, achievement, effort and attitude.
- Assessment should be ongoing and contain a wide variety of forms that provide a complete picture of a student's abilities and knowledge.
- Assessment for learning helps students understand their goals and the criteria by which they are assessed:
- Assessment assists the team to work with parents to help each child grow to their full potential.

Types of Assessment

AAC uses a wide variety of assessments to measure student progress. Our most important standardized test is the MAP (Measures of Academic Progress). These computer-based, adaptive tests provide the school with a rich collection of data to help guide instruction, inform resource procurement, evaluate curriculum and support staffing decisions. Grades 1-9 take the MAP in the fall and spring, and this data allows us to create longitudinal study of individual and group performance. Each child's results are sent home, and is a part of our parent-teacher-student conferences. As a part of a drive to increase transparency and raise academic standards, school leadership also creates a report that compares AAC annual growth and performance to US norms.

While MAP is our primary source of data, the team also uses PSAT, SAT, AP and the Moroccan exams in French and Arabic to help make instructional decisions. This standardized data is an essential part of the school improvement process, as we know our students will enter a competitive world once they leave AAC.

As a Project-based learning school, AAC also relies heavily on locally-created assessment to create a holistic picture of student performance. As the curriculum has evolved we have created more comprehensive assessment tools to give us a better picture of our programs. These projects are assessed in a variety of ways, including final papers, presentations, skits, speeches, among others.

Finally, AAC relies on more traditional forms of assessment such as research papers, exams, quizzes, homework and class assignments. Our main goal is to provide the most complete picture possible of each student's knowledge and abilities.

These assessments fall into two main categories, formative and summative. Formative is considered assessment for learning, and is a continuous part of the instructional process. Teachers gain constant feedback as to students' abilities and progress and adjust their instruction based on the results. Summative is assessment of learning, and allows teachers to measure what students know and can do at the end of a unit.

Reporting

AAC relies on multiple forms of reporting student assessment data. The primary source for this is report cards, which are distributed to families four times per year, at the end of each quarter. The report cards include academic performance marks using a traditional grading scale, attendance data and a citizenship grade based on a rubric using our five school values (respect, responsibility, integrity, compassion and excellence). The school also uses two parent conferences, which in grades 4-12 are student-led, to provide more of a narrative to student progress. Finally, parents have access to Renweb online, so they can keep abreast of their child's progress in each class.

AAC publishes class and grade level MAP and AP reports, so that the community may see how well the groups are progressing. The Head of School also reports to the Executive, Community and Advisory boards as to student assessment data. The school is in the application process to adopt the International Baccalaureate Diploma Programme for the 2020-21 school year, and will use their examination results as well as part of our reporting system.

Policies

Grading Scale/GPA

AAC calculates GPA based on a 4.0 scale, and is weighted depending on the number of times the class meets and the credit value of the class. AP classes receive a .5 boost in their GPA value, for all grades above D. The school uses the following grade scale:

| Letter Grade | Percent Grade | 4.0 Scale | Letter Grade | Percent Grade | 4.0 Scale |
|--------------|---------------|-----------|--------------|---------------|-----------|
| A+ | 97-100 | 4.0 | C+ | 77-79 | 2.33 |
| A | 93-96 | 4.0 | C | 73-76 | 2.0 |
| A- | 90-92 | 3.67 | C- | 70-72 | 1.67 |
| B+ | 87-89 | 3.33 | D+ | 67-69 | 1.33 |
| B | 83-86 | 3.0 | D | 65-66 | 1.0 |
| B- | 80-82 | 2.67 | F | Below 65.0 | 0.0 |

Grading

All secondary classes will use a system of total points to calculate their final grade. A normal test should be about 100 points, a quiz 40, classwork 10 and homework 5. A major project has a value from 100-200 points. The final grade is then calculated by Renweb by adding the total points possible and comparing it to the number of points earned by a student, then converted into a percentage. Homework should never count for more than 10% of a student's final grade.

Deadlines

In grades 6-12 teachers accept late work. Each school day the assignment is late is a 10% reduction in the grade. Students may make up work when they are absent. They receive one day to make up work for each day they are out. This only applies to absences that are “excused”. Unexcused absences result in students losing points from their grade.

Rubrics

For major assignments, rubrics are provided for students to better understand how they will be assessed. These rubrics are distributed at the beginning of the unit, and might include examples of exemplary work.

Course Program Guides

Teachers communicate all of their expectations and planned assignments at the beginning of the year with the course program guides. These documents allow students and their parents to understand what will be taught and how the students will be assessed.

Academic Dishonesty

The school has a comprehensive policy addressing academic dishonesty which is published on the website, provided to the students are reviewed before major assignments. The school’s discipline code also explains the consequences for acts of dishonesty by students. As integrity is one of the school’s values, students are expected to do their own work at all times.

Students with Special Needs

The school has a student support program and dedicated special education teachers, as well as a published Student Support Handbook. There, all policies addressing students who might need special accommodations are outlined clearly. Students who enter the support program have an Individualized Education Plan (IEP) which articulates how the student’s specific needs will be met while maintaining the academic standards of the school.

IB Diploma Programme Assessments

According to the IB document *Diploma Programme Assessment: Principles and Practice*, assessment in the program is high-stakes and criterion-related based on the following aims:

1. DP assessment should support the curricular and philosophical goals of the program, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
3. DP assessment must reflect the international-mindedness of the program wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
4. DP assessment must pay appropriate attention to higher-order cognitive skills (synthesis, reflection, evaluation, analysis, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding, application).
5. Assessment for each subject must include a suitable range of tasks and instruments/components to ensure all objectives for the subject are assessed.
6. The primary means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

All assessments and requirements for each IB Diploma subject are discussed and covered at length within the individual courses. Candidates will progress through all assessments over the course of their two years of study. Internal Assessments (IAs) are assessments that are internally graded by the teacher and externally moderated by IB examiners. External Assessments (EAs) are assessments that are taken in May of the candidate’s senior year and are externally marked by IB examiners. Some EAs are

conducted and overseen by teachers without the restrictions of examination conditions, but are marked externally by IB examiners. Externally marked examinations form the larger share of the assessments for most subjects.

IB assessments details will be shared on our website under Subject Briefs.

Appeals

Any student or parent who disagrees with a grade has the right to appeal. The first step in any dispute is contacting the teacher directly. If the student or parent is not satisfied, they may meet with the division principal by making an appointment. If the matter is still unresolved, the appeal process proceeds to the Head of School. This requires a written request, which must be acted on within one week. The final step is a written appeal to the Executive Board, which is the ultimate governing body of the school. The Executive Board's decision is final.

Summary

This is a living document. As the school evolves the school's approach will continue to change to meet the needs of the students and teachers. The ultimate goal of assessment is to improve instruction, benchmark learning and motivate students. Any member of the AAC community who has any question or concern about AAC's approach to assessment should contact the head of school or the IB Coordinator.

AAC Inclusion and Special Educational Needs Policy

Academic needs in AAC

When a student continues to have learning challenges that have not been remedied by in class differentiation, a Response to Intervention plan is created to attempt to bridge the gap with the deficiencies in the least intrusive way possible. This plan includes teacher-provided support, the involvement of the home and student study team interventions and is measured by appropriate assessments and observations. Learning Support Teachers provide services to students on a one-on-one basis and within groups both in and out of the classroom. Learning Support Teachers co-plan lessons to ensure that students have the correct accommodations/modifications and scaffolds that are suited to the needs of the students. Tutoring, accommodations, and curricular adaptations and modifications are overseen by the Learning Support Teachers to provide appropriate access to qualified students. The same philosophy applies to IB students.

Scope of Special Needs Services

If a student is diagnosed with a disability that impedes their academic growth, an Individual Education Plan is developed for the student. It outlines which services are offered, for how long, as well as any curricular modifications within the context of the mainstream AAC curriculum, as well as modifications to the overall AAC program up to and including a modified graduation plan.

Special Needs Accommodations Potentially Offered for Learning, Language, and Communication Disorders:

- Extended time
- Extra breaks
- Graphic organizers
- Progressive content modifications
- Modifications to visual complexity (such as use of a highlighter, large print, visual magnification), text-to-speech/voice-activated technology, assistive technology (computer use, four-function calculator)
- No penalty for spelling and grammatical errors on written assessments
- Use of computer tools such as spell-check and grammar-check
- Note-taking strategies
- Student allowed to answer on test sheet
- Preferential seating
- Small group instruction
- Additional teacher assistance
- Approved use of special keyboard
- Extended time for verbal responses
- Optional essay work

Limitations of the Services Offered for Learning, Language, and Communication Disorders:

- Scribe
- Human reader
- Exam study guide
- Therapeutic interventions
- In-class study partner or peer assistance
- Access to resource room
- Regular one-to-one pull-out assistance
- Hand-over-hand assistance
- Noise-canceling headphones
- Modifications to test format
- Audio recording of test response
- Multiple choice reduction or modification
- One-to-one dictation
- Braille
- Speech equipment and tools
- Speech therapy

Inclusion and the IB

According to the IB publication *Special Educational Needs within the IB Programmes* (2010), “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” American Academy Casablanca has an inclusive admissions policy and encourages all students to attempt the International Baccalaureate Diploma Programme. Following AAC’s special needs policies and IB guidelines, our staff strives to help each student overcome any learning barriers.

Accommodation for IB Assessment

School assessments are differentiated according to the guidelines outlined in the IEP that comply with AAC policies and regulations regarding special education needs. For IB external and internal assessments, under certain conditions the IBO authorizes the school to proceed to “Special Arrangements” regarding testing. For this authorization a professional assessment must be provided to the school and to the IBO. No special arrangement will be done without these documents and only the IBO is authorized to allow “Special Arrangements”. The DP Coordinator must contact IBO to identify the “Special Arrangements”.

The IB DP Coordinator Responsibilities:

Additionally to contacting IBO for the “Special Arrangements” The IB DP coordinator is responsible for the following:

- Comply with all AAC policies and regulations regarding special education needs
- Apply to the IB for student accommodations in different assessment types and circumstances
- Work collaboratively with Learning Support Teachers to support students with special educational needs
- At enrollment, advise parents of the rigorous program requirements to ensure appropriate placement.
- Maintain discretion in providing special educational needs services

Academic Honesty Policy

American Academy Casablanca’s school mission statement reads: “Through participation in the highest quality, inquiry-based, student-centered programs, all students find fulfillment by accomplishing personal and

academic excellence, become multilingual global citizens that adapt and contribute in a rapidly changing world, and act on their values to positively impact those around them.”

The most important point of our mission statement in regards to Academic Honesty is that students should “act on their values to positively impact those around them.” The crux of academic honesty rests on the creation of a strong value system that the students adhere to on their own accord, while at the same time being reminded by their teachers, parents and peers to work towards being honest and forthright.

At American Academy Casablanca, we have five values that as a school community we strive to embody at all times: Integrity, Compassion, Respect, Responsibility and Excellence. The two that are most important to highlight when talking about Academic Honesty are Integrity and Responsibility.

Students should always act with integrity in their school work, which means that they should never plagiarize or cheat, and they should always properly cite any references that are used in their work. If it is found that they have failed to act with integrity, then they will be held responsible for their actions.

Each of our five school values has five behaviors associated with those values. For Integrity and Responsibility they are:

Integrity

Definition: Being an example to others by demonstrating honesty and upholding the highest moral and ethical principles.

Expected Behaviors that demonstrate Integrity:

1. Doing the right thing, even when no one is looking.
2. Being honest; always telling the truth.
3. Being reliable; always keeping your word.
4. Admitting mistakes and making amends.
5. Refusing to spread rumors or gossip.

Responsibility

Definition: Being accountable for your actions, following through on tasks and obligations, accepting consequences, and assuming the need to help and support others.

Expected Behaviors that demonstrate Responsibility:

1. Being accountable for your own actions; accepting consequences.
2. Being disciplined and self-controlled at all times.
3. Fulfilling your obligations on time.
4. Do your fair share when collaborating with others.
5. Helping those in need.

The IB Learner Profile that is most important in regards to Academic Honesty is ‘Principled.’ In the IB Philosophy to be Principled means:

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

Students

Through the introduction of an Academic Honesty Policy, we create and nurture a sense of fairness and justice for our students. When they know exactly what is expected of them and the consequences of their actions, they are then responsible for their own actions. Also, when those consequences are clearly defined, it ensures that everyone is treated the same.

Parents

When parents are aware that their children will be held accountable for their actions, they can then implement the practice of Academic Honesty in the home. It is crucial that the parents understand that their child is responsible for all of their own work, and they need to take steps to ensure that their children are working with honesty and integrity.

Teachers

Teachers need to define the concepts of honesty and integrity through their teaching and learning practices. They must follow-up when any student, at any time, fails to act with integrity. Students are more encouraged to act with honesty when they know that their teachers are working to make sure that their fellow classmates are not cheating in order to gain an unfair advantage. Also, teachers must ensure that all work turned in is properly cited. AAC follows the Modern Language Association format for citations.

Administrators

Administrators need to make sure that they are constantly reminding students the importance of academic integrity, and need to follow-up with the proper consequences when that integrity has been breached.

Academic Honesty Committee

To ensure that students, teachers and administrative staff are always acting with fairness and justice in regards to Academic Honesty, representatives from all three groups are appointed to the Academic Honesty Committee. Through the Academic Honesty Committee, we have a community fellowship that gets to the core of what it means to be a strong, responsible person, and why the practice of integrity is as important as academic success.

Citizenship Grade

At AAC, the strongest reflection of a student's adherence to Academic Honesty is in their Citizenship grade. Published in the AAC Community Handbook, the Citizenship grade is defined as follows:

1. The Citizenship Grade is calculated based on demonstration of the AAC values as per the Expected Behaviors as described above.
2. The Citizenship grade will be reflected on each Report Card.
3. In Primary, Citizenship Grades are calculated by the homeroom teacher for all students with input from teachers of complementary subjects, and the Citizenship Grade will be reflected on the report card as a single, total score.
4. In Middle School and High School, each course teacher calculates a Citizenship Grade and the average of those scores is reflected on the report card.
5. For all students, behavioral infractions will reduce the final Citizenship Grade each Grading Period as outlined in the Disciplinary Actions section of this Handbook (see below).
6. An overall grade of 65 or higher is considered a passing Citizenship Grade.
7. The Final Annual Citizenship Grade must be 65 or higher for non-conditioned continued enrollment at AAC across school years.

By implementing a Citizenship grade into the school curriculum, the student learns that their actions have consequences, both positive and negative. If they act with honesty and integrity, it will reflect positively in their GPA. If it is found that they have not, they may not be able to continue to the next grade level. It is through this that AAC focuses on the molding of a student as a whole, not only assessing academic success.

Disciplinary Procedures for Grades 1-12:

The AAC Student Code of Conduct determines that discipline be fair, but firm, and that student behavior be a reflection of the AAC values. When a student fails to demonstrate AAC values and incurs a Disciplinary infraction, the school must take measures to

correct the behavior. Disciplinary measures may be applied during any class or activity in which the student participates inside or outside the school, with or without uniform, including field trips and/or on the school bus.

Disciplinary infractions are broken into three categories: Minor Infractions, Major Infractions, and Severe Infractions. Consequences, including corrective actions, correspond to the severity of the infraction.

Plagiarism and cheating are treated as Major Infractions. These are broken down into six categories:

1. **Plagiarism:** Taking someone else's work and trying to pass it off as your own
Examples: Taking a poem and trying to claim it as your own, or using large parts of someone else's work without proper citation
2. **Cheating:** Acting dishonestly in order to gain an unfair advantage
Examples: Copying from another student on an exam, or improper use of a cell phone during an exam
3. **Collusion:** Allowing your own work to be knowingly copied and submitted by another student for assessment
Examples: Allowing another student to copy from your exam paper, or giving them your homework to copy
4. **Paraphrasing:** Restating someone else's work in another form without proper acknowledgment of the original source
Example: Taking a paragraph off of the internet, rewording it, and passing it off as your own work without proper citation
5. **Fabrication of data:** Manufacturing data or results for a scientific or mathematical exploration
Example: Changing results in order to match your own hypothesis in a scientific experiment
6. **Prior Knowledge of Exam Content:** If a student discloses information, or receives information about the content of an examination
Example: If a class has the same exam at a different time, and you tell another student the content of the exam prior to their taking the test

Consequences of a Major Infraction:

If a student commits, or is believed to have committed, a Major Infraction, the Teacher or Staff-member must submit a Disciplinary Referral to the Corresponding Division Office for follow up, investigation, and eventual validation. Each Major Infraction results in a reduction of the Citizenship Grade, determined by Administration.

Corrective Actions

In addition to the Infractions being reflected in the Citizenship Grade, infractions result in possible Corrective Actions as described below.

1. Lunch Detention
2. 1 hour of after-school Detention
3. In-School Suspension
4. Out of School Suspension
5. Conduct Probation or Expulsion

The Administration reserves the right to modify the above procedure or take other appropriate steps as necessary to ensure student discipline is properly and effectively managed on the AAC campus.

AAC Admissions

Overview and Purpose

The Student Admission and Enrollment Handbook aims to provide a detailed explanation of the admission process which includes, student profile, family profile and admission requirements. It also provides the

procedure for student re-enrollment across school years, as well as student departures. Processes for admissions, re-enrollment, and student departures are overseen by the Division of Admissions.

Admissions

Admission decisions at the American Academy Casablanca (AAC) are made considering a variety of factors as outlined in this Handbook. Admissions procedures must be followed in order to ensure an efficient admissions process, resulting in accurate and complete data collection in order to make informed decisions regarding student admissions to AAC.

Multiculturalism, Diversity, and Non-Discrimination in Admissions

American Academy Casablanca welcomes all students who meet our admission requirements and whose families are committed to an American-international educational program. In accordance with our Statement on Multiculturalism, Diversity, and Non-Discrimination, American Academy Casablanca is committed to the principle of equal opportunity in education and the school does not discriminate against individuals on the basis of race, color, gender, national origin, age, religion, creed, disability, sexual orientation, gender identity or expression in its admissions process.

Student Admission Profile

American Academy Casablanca admits students who meet academic requirements in English, Math, and other subject areas that are in line with the curriculum of the grade level they are applying to and who desire to receive an American-international educational program. Prospective AAC students and families come with the objective of furthering the school's mission and vision, while honoring and implementing its values. The end goal for all students admitted to AAC is to be prepared for admission to university upon concluding their high school program.

Family Admission Profile

American Academy Casablanca admits children from families that value and respect the school's mission, vision, values, educational philosophy and objectives for their child's education. They are committed to seeking admission to university for their children, and they agree to follow the school's policies, procedures, and guidelines at all times, as per the provisions in the Student Enrollment Contract.

Admission Requirements

Several factors are taken into consideration during the admissions process at American Academy Casablanca. These include language proficiency, mathematics performance, previous academic history, age, behavior, recommendation from previous school, immunizations, and, at times, an interview. There are additional requirements for students to enter Middle School and High School. Students may only be admitted to grade levels that have space available.

English, French, and Arabic Language Levels

English is the primary language of instruction in all grade levels, and the ability to successfully access the curriculum within a reasonable time and to thrive in our English-language learning environment is one of the guiding principles for admission to AAC. The student's level of English proficiency will be assessed during the admission process through an English admission exam.

To gain full admission to AAC, students must perform on MAP English Language and Reading tests within the established RIT score ranges, corresponding to the other students in the same grade level during the admissions process.

Students who are not on-level and who are no more than two years below the established requirements for the grade level are given the opportunity to level-up during an established time period and are granted conditioned enrollment. They are expected to participate in the ESL program, which may incur an additional fee. Students with low English levels will also be required to attend our English Summer Camp in July, when possible. At times, external English classes may also be recommended/required as part of the conditions for admission.

Students must also complete placement exams in French and Arabic in order to determine which level of instruction is most appropriate for their proficiency levels. Initial testing is done after they are enrolled.

Mathematics Level

A solid foundation in mathematics ensures the student's ability to successfully access the math and science curriculum at AAC, as well as strengthens the likelihood for success on American university admissions exams. The student's mathematics level will be assessed during the admission process using MAP Tests.

To gain full admission to AAC, students must perform on MAP Mathematics tests within the established RIT score ranges, corresponding to the other students in the same grade level during the admissions process.

Students who are not on-level and who are no more than two years below the established requirements for the grade level are given the opportunity to level-up during an established time period and are granted conditional enrollment. At times, external mathematics tutoring on specific content may also be recommended/required as part of the conditions for admission.

Academic Records

Students applying to the American Academy Casablanca are required to submit academic records from previous schools, which vary according to the grade to which they are applying. Preschool applicants are not required to submit academic records but may submit an academic portfolio compiled during their previous academic years.

Applicants for grades 1-9 are required to submit records for the last two school years and applicants for grades 10-12 are required to submit records from 9th grade forward for admission to any high school grade level (9-12).

Students must have passed all classes at their previous school in order to be admitted to the following grade level at AAC. Students who come to AAC with failing grades may be allowed to repeat the grade level at AAC, if their scores in English and Math merit admission to the corresponding level.

Students admitted to high school, grades 9-12 must be in academic good standing at their previous school with passing grades in all subjects on all report cards in order to ensure sufficient credits for graduation with the American High School Diploma.

Age Requirements

In Early Childhood (Exploratorium) and first grade, applicants are expected to have met the admissions age by October 1 according to the following chart:

| Grade | Age by September 1 |
|--------------|---------------------------|
|--------------|---------------------------|

| | |
|---|-----------------------------------|
| Exploratorium 2 and 3 year old classes. | 2-3 years old, as corresponds. |
| Prekindergarten | 4 years Old |
| Kindergarten | 5 years Old |
| 1st | 6 years Old |

Students applying to grade 2-12 must have successfully completed the previous grade level in order to enter AAC. The school will not generally enroll a student who will be over the age of nineteen at the time of his or her graduation.

Recommendation from Previous School

As part of the application, students wishing to enter grades 2-12 must present a reference letter from the Guidance Counselor of the previous school describing the student's behavior and any special learning needs. In the event that a letter is not available, a phone call will be made by AAC to the previous school for verification. A Student Recommendation Form filled out by the previous school is also required. Students who are not in good standing regarding behavior/conduct, or who fail to provide the required proof, may be denied admission to AAC.

The family must also present proof of no outstanding financial obligations with the previous school.

Teacher recommendation letters, although not required in Primary School, are highly recommended. Positive recent recommendations from at least one teacher are required to enter Middle School and High School.

Immunizations

Each student must show evidence of age-appropriate vaccination in accordance with Moroccan law and regulation, including vaccination against the following:

- DTaP (diphtheria, tetanus, and pertussis);
- Poliomyelitis (polio);
- (MMR) measles, mumps, rubella;
- Haemophilus influenzae, type b (Hib);
- Hepatitis B;
- Varicella (chickenpox);
- Other vaccines, upon request of AAC.

Interview

At times, at the school's discretion, applicants to American Academy Casablanca will be required to meet and interview with the Division Principal or the Guidance Counselor. The Division Principal or Guidance Counselor will use the interview to assess the applicant's spoken English and to get to know the student's personality, interests, motivations and future goals. At the time of the interview the applicant will also have the opportunity to ask questions and clarify any doubts they may have about the school or admissions process. For Grades 4-12, parents are not permitted to be present during the interview.

Additional Requirements for admission

In addition to the requirements outlined above, students in Middle School and High School have additional admissions requirements:

Grade 11

- Only one grade level behind in English, conditions apply.
- On level in Math
- Grades of 70 or higher in all courses on the Final Report Card from grade 9 forward due to High School Credit transfers and Graduation Requirements for the American High School Diploma.

Grade 12

- Only one grade level behind in English, conditions apply.
- On level in Math
- Students may only be admitted to 12th grade at the beginning of the school year; admission to 12th grade is closed two weeks after the school year begins.
- Copy of official SAT or ACT score report, upon request.
- Copy of official TOEFL score report, upon request.
- Coming from an American/International curriculum school

Admission of Students with Special Learning Needs

Students with identified special learning needs will complete as much of the regular admissions process as possible. Modification will be approved by the Division Principal. Together with the application documents, the family must present a recent external evaluation with reference to the student's specific learning needs and suggested accommodations. Once sufficient data is collected to inform an admissions decision, the Division Principal and Head of School will convene and the Head of School will determine the Admission status of the student.

Class Size and Waiting Lists

Maximum class sizes are generally 24 in grades 1-12, 15 in Exploratorium classes for 2 and 3 year olds, and 20 in Prekindergarten and Kindergarten. There may also be cases in the IB Program in which smaller class sizes are required at the school's discretion. When a specific grade level is full, students will be placed on waiting lists until the time in which a space becomes available.

Exceptions to the class size limits made be made for AAC students who must repeat the year, for students coming through admission agreements with embassies or corporations, for siblings of AAC students, or due to families with multiple children seeking admission. In these cases, the maximum class sizes may be increased by up to two students, and special permission from the Head of School is required.

Types of Admission

The type of admission is determined solely by the Division Principal for the level in which students are applying, and may be determined in consultation with a variety of specialists employed by the school. The type of admission is determined for each individual student in such a way that different students from the same family may achieve different types of admission. Admission decisions made by the Division Principal may be appealed to the Head of School if there is compelling evidence to suggest the decision was incorrect. The admission decision is presented to the applicant's family in the form of an Admission Letter.

Full Admission

Full admission is awarded to applicants who fully meet the admission requisites outlined in Section 2 of this Handbook. They have presented all required documents, admission exam scores, previous school records and

all other available data show that the applicant can successfully access the curriculum and thrive in the AAC educational community without additional formal support.

Even with Full Admission, AAC reserves the right to revoke admission during the first semester the student is enrolled, if he/she is not progressing as expected or if the school becomes aware of additional information not provided during the admission process.

Conditional Admission

In an effort to accept all applicants who might eventually be successful in American Academy Casablanca, Conditional Admission is awarded to applicants who have presented all required documents, but are deficient in one or more of the admission requirements outlined in Section 2 of this Handbook, demonstrating that the applicant is not fully ready to successfully access the school curriculum.

Conditionally admitted students are enrolled in the school, but must participate in the academic leveling and support programs prescribed by the Admission Letter upon acceptance. These programs may be offered by AAC or external providers, and any resulting costs are the responsibility of the family.

In some cases, the applicant may be invited to enroll in a lower grade level as opposed to participating in the leveling and support programs. Students may also be enrolled in a lower grade level and required to participate in the leveling and support programs.

Students pass from Conditional Admission to Full Admission, at the discretion of the Division Principal, when they no longer require leveling up and/or support programs in order to successfully access the curriculum at American Academy Casablanca. The decision will be communicated to the family in the form of an updated Admission Letter.

Denied Admission

Applicants who fail to provide the required documentation or are believed not to be able to successfully access the AAC curriculum will be denied admission to American Academy Casablanca. This will be communicated to the family by telephone and followed up on in an official letter. Students who have been denied admission may reapply for admission at a later date. There is no limit to the number of times a student may apply for admission.

IB Diploma Programme Admission Policy

AAC is an IB candidate school that plans to offer the Diploma Programme starting in August, 2020. We pay great attention to the requirements of the programme while strongly encouraging every student to participate in full DP. At the Diploma Programme level, grades 11 and 12, the school offers opportunities for both Diploma and Course Candidates. The admission policy to the Diploma Programme addresses internal, external and SEN students candidates. The following are the minimum requirements to be considered for entering the Diploma Programme:

Internal Admissions

- GPA of 3.0 or above
- MAP/PSAT scores-above grade level
- Teacher Recommendations-all candidates must have at least two strong recommendations from current teachers. One of the letters must be from an English or math teacher.
- Citizenship grade** of minimum 83/100
- Essay that will be graded by two teachers and receive a "B" mark or better

The same criteria apply for the 9th grade students in order to enter the Pre-IB programme in grade 10. Any student that meets the Citizenship Grade and the Teacher recommendation requirements but not the GPA or the MAP score can apply for the DP. The Admissions Committee will study each case and make a decision based on the student improvements and what is best for the student's success.

**AAC Citizenship Grade promotes the values of the school that are aligned with IB Learner Profile

External Admissions

Students who are applying for admission to the AAC Diploma Programme must meet the following requirements:

- The parent completes the application form.
- AAC receives the current transcripts and related records from the last two years of the student's educational history.
- Two teacher evaluations of the student from his/her present school must be submitted; one of the evaluations must be from either a Math or English teacher.
- Student interview by members of admission committee.
- Standardized test scores (MAP or similar) are submitted to AAC
- The student must have a cumulative unweighted GPA of 3.0.

All the documents must be submitted to the admission office, which will forward the documents to the Admission Committee for DP that will make a final decision.

The Admission Committee:

The Head of School

The Director of Admissions

The IB Coordinator

Foreign Language Teacher

High school student-class president

Learning Support Services Coordinator

HS Guidance and college counselor

SEN Admissions

American Academy Casablanca operates an inclusive admissions policy and encourages all students to attempt the International Baccalaureate Diploma Programme. For students with special needs, the school considers if the necessary resources are available to support the candidate. AAC gives the opportunity for students to follow partial or full Diploma Programme classes. AAC will continue to offer AP classes for students that can't meet the requirements for DP.

The Admissions Process

Students may seek admission to American Academy Casablanca anytime throughout the year, completing the admissions process described in this handbook and receiving an admission decision.

Admission Exams, Admission Decision, and Enrollment

1. Families interested in enrolling their children at American Academy Casablanca must contact the Admissions Department for a campus visit and tour. During the visit, the family must complete the Visitor Information Form.
2. The Admissions Department provides the family with the Admissions Packet, Application, and other pertinent information.
3. The family completes the application form and submits the required documentation as outlined in the Admissions Packet.

4. Once a family has completed the Application for Admission and submitted the required documentation, an appointment is scheduled for admissions exams.
5. Once the admissions exams are completed, the Admissions Coordinator will present the Admission Summary Report to the Division Principal. This must take place within one business day of the completion of the documentation and exams.
6. An admission decision is made by the Division Principal and communicated to the family in the Admission Letter no more than two business days after the Division Principal receives the Admission Summary Report, unless additional information is requested in order to make an admissions decision.
7. Students who are granted Full Admission or Conditional Admission in the Admission Letter may proceed to enroll to begin classes on the date agreed upon by the family and school and communicated in the Admission Letter.
8. Enrollment is considered complete once the Enrollment Contract is signed/tuition and fees are paid.
9. Admission Letters expire five business days after the date of emission, and if a student wishes to enroll after the Admission Letter has expired, updated admission exams or other requisites may be required at the discretion of the Division Principal.

Re-Enrollment for Returning Students

Enrollment at AAC is completed on an annual basis, and families wanting to have their students continue at AAC across school years must re-enroll. Each year, by April 1, the Finance Department will add the re-enrollment fee to all student accounts for students who are expected to meet re-enrollment criteria as established in the Parent-Student Handbook. The Admissions Department is responsible for updating Student Enrollment Agreement Contracts. The Finance Department and Admissions Department cooperate to follow up with parents during the re-enrollment peak periods in order to facilitate a smooth re-enrollment process within the established deadlines.

The following are the procedures relevant to the re-enrollment process at AAC:

1. Departing families must notify the Admissions Department no later than April 1.
2. The Finance Department includes the re-enrollment fee on the April bill.
3. Parents/Guardians pay the re-enrollment fee and submit the signed and notarized Student Enrollment Agreement Contract for each child no later than April 30.
4. Parents/guardians have completed their part of the re-enrollment process once they have carried out the tasks mentioned above in step 3.
5. The re-enrollment process is fully completed and the student is re-enrolled once a legal representative from AAC also signs the Student Enrollment Agreement Contract, includes it in the student file, and sends a copy to the family, normally by the first day of school.
6. The Final Report Card, transcript, or any other documentation is not given to parents/guardians until the re-enrollment (or departure) procedure has been completed.
7. The Finance Department is responsible for entering payment information into Renweb within 24 hours of receiving payment.
8. The Admissions Department is responsible for entering enrollment data into Renweb within 24 hours of receiving the Student Enrollment Agreement Contract and notification of payment.

Departures

At times, families may make the decision to take their children out of the school. This may be a withdrawal during the school year or a decision not to re-enroll for the following school year. The procedure for departures is outlined here.

The procedure to end enrollment at AAC is as follows:

1. To withdraw during the school year: The parent/guardian must inform the Admissions Department via email or in writing prior to the final date of attendance. The letter must include the final date the student will attend AAC.
2. To not re-enroll for the following year: The parent/guardian must inform the Admissions Department via email or in writing no later than April 1, indicating that the student will not return next year.
3. An exit interview with the Division Principal takes place to collect data regarding the reasons for the departure. If the Division Principal is not available, the Director of Admissions and Public Relations may complete the interview. This ideally takes place before the student's last day of attendance.
4. The Exit Interview Report is completed and submitted to the Admissions Coordinator for analysis, data tracking, and reporting. A copy is placed in the student file.
5. All pending tuition and fees must be paid by the parent/guardian.
6. Once the exit interview is completed and any pending tuition and fees are paid, the family may receive report cards, transcripts, letters of attendance, or other documentation required for the transfer.