

American Academy Casablanca



Parent-Student Handbook

2018-2019 School Year

Approved by the Executive Board: August 2018

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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 need.
- Respect - Valuing and showing appreciation for the feelings and well-being of yourself and 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.
- 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 Middle School, and disciplinary in High 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. The Senior Leadership Team American Academy Casablanca employs a decentralized leadership approach in which most operational decisions are made at the closest point of information and impact.

American Academy Casablanca has 8 Directors who are responsible for the successful operation of each Division of the school. They supervise all staff members in the corresponding Division and report directly to the Head of School. The Head of School, in turn, reports to the Executive Board.

The following 9 people represent the Senior Leadership Team (Directors) of the American Academy Casablanca. Please feel free to contact any member of the Senior Leadership Team regarding concerns from his/her area.

Head of School - Dr. Patrick Miller (pmiller@aac.ac.ma)
Director of Teaching and Learning - Dr. Chassie Selouane (cselouane@aac.ac.ma)
High School Principal - Mr. David Flaschberger (dflaschberger@aac.ac.ma)
Middle School Principal - Ms. Cindy Kentopian (ckentopian@aac.ac.ma)
Primary School Principal - Mr. Sean Licata (slicata@aac.ac.ma)
Exploratorium Principal - Ms. Lily Kreutzer (lkreutzer@aac.ac.ma)
Director of Student Life - Dr. J. Arthur Drummond (jdrummond@aac.ac.ma)
Director of Admissions and Public Relations - Dr. Yasmine Hasnaoui (yhasnaoui@aac.ac.ma)
Director of Administration and Finance - Please contact the Head of School.

1.2. The Executive Board

President and Founder - Mr. Said Kouhaila
Vice President and Co-founder - Mr. Ali Gharbi

1.3. Parent-Student Concerns and Escalations

Considering the decentralized leadership model, the first point of contact for all concerns should be the student's teacher, before escalating to the administration. As such, 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

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.

1.4.1. Campus Schedule

1. Campus is open Monday through Friday from 8:00 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 Tuesdays and Thursdays from 3:30-4:30 PM.
4. Sports teams practice Monday to Thursday from 3:30-5:30 PM, including time in which the rest of the campus may be closed.
5. Students should arrive to campus between 8:00 and 8:15 daily. Primary students report to the designated area. Middle School and High School students go directly to their first hour class. Students who arrive prior to 8:00 AM may not be allowed to enter campus.
6. 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. After 10 minutes, students will be placed in the Homework Help / Supervised Period under supervision of the Director of Student Life.
 - 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 and additional fees apply.
 - 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.
7. 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 Senior Leadership Team that practice is absolutely necessary during this period.

1.4.2. 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.

1.4.3. 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 Teachers Work Rooms or Teachers Lounge.

1.4.4. 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; 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 the Security Guard upon entrance, turn in a form of ID, and receive an access badge to the specific office or location of their visit.
4. Visitors are expected to access only the designated area as per their access badge.
5. AAC reserves the right to accept or 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. Therefore, 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, or conferences.

1.5.1. 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 to within a maximum time frame of 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.

1.5.2. 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.

1.5.3. 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 at the beginning of the year.

1.5.4. 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 this meeting in order to receive important information about their child's educational process.

1.5.5. Parent-Teacher Progress Report Conferences

Conferences with your child's teacher are held formally three times a year. Parents are invited to meet with their child's teacher(s) regarding their academic and social progress at AAC. Parents are strongly encouraged to attend. If a parent is unable to attend, they should contact the Division Secretary and request an alternative meeting, if they wish to do so.

1.5.6. 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 the supervision of students first and foremost 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 the 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. Staff members will report via email all gifts received to their immediate supervisor.

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. There is also a point of sale or debit system. A student's ID badge is his/her lunch card and will be scanned to keep accurate records of meals served. Each student is responsible for the charges put on her/his card. The school is not responsible for charges on a student's account. Parents are required to pay all charges. 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. Students must bring a healthy snack or lunch to school with them at the beginning of the day. Delivery of lunches by parents/drivers or delivery services is not permitted.

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 in 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, Copy & Supply Store

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

The library staff strives to:

- Support the learning needs of all members of the learning community and recognizes 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.

1.10.1. Library Hours

The Library is open daily from 8:00am- 4:30pm. Please Note Library schedule may be adjusted with prior notice.

1.10.2. Communication

Parents will receive a courtesy email every week reporting what they or their children have checked out. While there is no fine for overdue books, materials overdue by 30 days or more are assumed to be lost and a replacement fee will be assessed. If you feel the records are in error, kindly email our librarian Mr. Brayán Salazar at bsalazar@aac.ac.ma.

1.10.3. Procedure for Lost Books

If a book is lost or damaged it must be paid for. A notice of lost book will be sent via email and the price of the book will automatically be billed to the students 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 online or while traveling.

1.10.4. Class Visits

ECE & Primary School

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. In addition, students in grades 3-5 may visit the library every day during Lunch Recess to check out materials, get started on homework assignments, conduct research, play board games, draw, read, or relax with friends.

Middle School & High School

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, as needed at the discretion and with permission 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, read, or relax with

friends. Students in grades 6-12 are also invited to utilize the Library on Fridays after school from 12:30 pm until 4:30 pm.

Parent Library Usage

Parents are encouraged to open a Library account. Parents, should use the Library before or after school, so as not to disturb scheduled class visit. Parents with library accounts are responsible for and all materials borrowed and are due back in one week, or may be renewed if there are no hold requests. The lost book policy applies to adult patrons; however, the fine is added to the family account.

1.10.5. Visiting Before or After School

While the Library staff does not provide before or after school supervision, all students in ECE & K-5 are welcome to visit the Library in the company of a parent or caregiver before or after school. Students in grades 6-12 are welcome in the library any time during operational hours.

1.10.6. How Many Books?

Students in the ECE through 3rd grade may borrow one book at a time, 4th and 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.

1.10.7. 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. Together with the Education Technology Coordinator, the AAC Library staff will support the use of these items.

1.10.8. AAC Copy & Supply Store

Each student will purchase a 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. The supplies will be kept at home and managed by the parent/student, as requested by the teacher.

If students are in a situation without items needed for instruction, they may be purchased, in cash, at the AAC Copy & Supply Store. Students may visit the Copy & Supply Store during the same hours as the library or with teacher permission. Prices of items may vary and a price list will be sent via email to parents. Students may also make personal copies as needed for the cost of 1 MAD per copy.

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. Students who demonstrate exceptional attendance are eligible for special recognition.

The following outline expectations and guidelines for student attendance:

1. Students are expected to attend at least 90% of all school days in order to pass the year. Taking this into consideration, during each school year, students are permitted a maximum of eighteen absences, with no more than nine absences during the months of January to June.
2. Students are required to request and complete all missed assignments, tests, and quizzes by the assigned deadlines.
3. It is not required to justify absences, as all absences count toward the allowed quantity regardless of the reason. Parents should notify the Office when their child is going to be absent, keep documentation for justification, in case it is required as part of an eventual request to the Attendance Committee for Saturday School attendance.
4. If a student exceeds the eighteen permitted absences during the school year or nine during the second semester, the student will not be promoted to the next grade level or to graduate unless he or she requests, and is granted, permission to make up the lost time during Saturday School.
5. **The Attendance Committee and Requests to Attend Saturday School:** In the event that a student fails to comply with the above points, he or she may submit a written request to the Attendance Committee (made up of all teachers in the corresponding grade level), requesting to make up the missed class time during Saturday School. The request must include a detailed explanation regarding the excessive truancy, including details for each absence as well as supporting documentation such as doctor's notes, airline tickets, etc. The Attendance Committee will either grant or deny permission to make up the missed class time based on the justifications for the absences, supporting documentation, student academic progress, and conduct. Appeals to Attendance Committee Decision must be addressed to the Head of School.
6. **Saturday School:** In the event that the Attendance Committee grants permission for the student to make up missed class time during Saturday School, it will be under the supervision of a designated teacher and its duration will correspond to a normal school day for the grade level. The student must attend school on each of the Saturdays assigned by the administration. Each Saturday School session is valued as one make-up school day. Saturday School sessions have a cost of 1,000 MAD per session, which covers operational costs directly resulting from

the session. Saturday School costs must be paid in advance, and proof of payment must be provided to the Primary/Secondary Office, accordingly.

7. Attendance Statues

- a. **Present:** Students who are present in their class by the time the tardy bell sounds are marked Present.
- b. **Morning Tardiness of less than 10 minutes:** Once the entrance doors and gates are closed the student will receive a late pass and must check in at the corresponding office before entering class. Each late arrival of no more than ten minutes results in one tardy. Each three tardies are equal to one full-day Absence.
- c. **Early Departure of less than 1 hour:** Students who need to leave school early may do so by requesting an Early Departure Form from the corresponding Office. Each three Early Departures of no more than one hour is equal to one full-day Absence.
- d. **Partial Absence:** Students who arrive more than ten minutes late or leave more than one hour early will be issued a Partial Absence. Each two Partial Absences is equal to one full-day Absence.

8. Arriving Late to Class / Skipping Class:

- a. Arriving late (up to 5 minutes) to class will affect the Citizenship grade in that class. Arriving late to the first period class results in a Tardy or Partial Absence as described above.
- b. Students who are on campus and choose not to attend class or arrive more than 5 minutes late will 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 grade 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 close-toed and mostly black (small logos or lines are allowed); sandals and open-back shoes are not permitted.
3. Socks must be navy blue and cover the ankle.
4. Hair cover (scarf or other) and hair bows must be solid black, navy blue, or white.
5. Pants may be worn by male or female students of any age.
6. Shorts may be worn by male or female students of any age.
7. Skorts may be worn by females in Exploratorium and Primary School.

8. Skirts or dresses may be worn by females in Middle School and High School.
9. In all cases, students' underwear should not be visible at any time (examples: sagging pants, short skirts, riding-up shirts etc).
10. 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).
11. Seniors may wear the Red Senior Shirt or the navy blue uniform shirt.
12. Only official AAC hats are allowed on campus and only when outdoors.
13. No tattoos or body piercings may be visible.
14. Hair must be neat, clean, and a natural color.
15. Light makeup, small earrings, and finger nail paint is permitted for girls if it does not cause a distraction.

Guidelines for AAC PE Uniform:

1. Exploratorium students may wear the PE uniform every day.
2. Primary School students must wear the PE uniform on all days when they have PE class.
3. Middle School and High School students must wear the PE uniform to PE class, only.
4. PE pants or shorts must be worn.
5. PE long- or short-sleeved t-shirts must be worn.
6. The PE zip-up hoodie is optional.
7. Blue or white socks must be worn.
8. Sneakers or other appropriate footwear/gear must be worn, as required by the teacher.

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. Pants must be fitted.
6. Shoes must be close-toed; sandals and open-back shoes are not permitted.
7. 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 requirement.
8. No clothing or accessories depicting drugs, alcohol, guns, gang attire, or the use of offensive/obscene pictures or language.
9. 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 values 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.

2.3.1. AAC Values and Expected Behaviors

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 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.

2.3.2. *Student Behavior in the Exploratorium*

Rooted in the Reggio Emilia Approach, 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.

To decrease conflict in the classroom, real choices are offered whenever possible; advance notice is given before transitions and enough materials and resources are maintained for fair exposure. Children are supported in identifying their feelings. Classrooms and common areas offer cozy spaces to find space and comfort when their feelings become overwhelming.

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.

2.3.3. Resolution of Conflict in the Exploratorium

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.

2.3.4. 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 will include a Citizenship grade, in addition to the Academic Grade. The Report Card reflects the Citizenship Grade from each course, as well as the overall average.
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 (average of all grading periods, after reduction of Demerits) must be 65 or higher for non-conditioned continued enrollment at AAC across school years.

2.3.5. 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 in 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. This section of the Handbook applies for students in grades 1-12. Students in the Exploratorium follow a different procedure as outlined in the Exploratorium section of this Handbook.

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.

2.3.5.A. 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 send 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.

2.3.5.B. 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. They are documented in the teacher's gradebook, but not in the office or in Renweb. Ongoing and repeated Minor Infractions come to be considered Major Infractions.

The following are a list of Minor Infractions:

1. Uniform Code Violations - Must be reported to the office automatically, so student can receive the Uniform Pass. 2 points Citizenship grade reduction.
2. Tardies
3. Possession of matches/lighter
4. Classroom Disruption
5. Eating during class
6. Bring electronic games to school
7. Rough play
8. Littering
9. Other Infractions to the Expected Behaviors based on AAC's School Values are deemed as Minor Infractions.

With the exception of Uniform Violations, which have a reduction of 2 points per offense, Citizenship Grades are not directly affected by Minor Infractions, the accumulation of Minor Infractions will result in a Major Infraction-and a reduction of points their Citizenship Grade, in addition to any corrective actions assigned.

2.3.5.C. 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 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 "1" is also placed in the gradebook for the assignment for all students knowingly involved)
12. Unsafe bus behavior

13. Other Infractions of the Expected Behaviors based on AAC's School Values deemed as Major Infractions.

Each Major Infraction results in a five to fifteen point reduction in their Citizenship Grade, as assessed by the Conduct Committee, depending on the severity of the Infraction in addition to any Corrective Actions the student is required to serve.

2.3.5.D. 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
10. Misuse of the Internet
11. Arson
12. Disrespecting national symbols of Morocco or any other country
13. Accumulation of major infractions
14. Other violations of the Expected Behaviors based on AAC's School Values deemed as Severe Infractions.

Each Major Infraction results in a ten to thirty five point reduction in their Citizenship Grade, as assessed by the Conduct Committee, depending on the severity of the Infraction in addition to any Corrective Actions the student is required to serve.

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

2.3.6. Procedures for Disciplinary Referrals

1. The Disciplinary Referral is submitted to the corresponding Division Office, and the parents are informed that the report has been received and an investigation will take place.
2. The Administration opens a Conduct File and begins an investigation, speaking with those involved. If the incident involves a Major or Severe Infraction, a Conduct Committee meeting is called.
3. Depending on the nature of the infraction, once it is validated by the Administration, it is assigned to one of the following tracks: Restorative, Disciplinary, or Mixed Track.

4. The Disciplinary Referral is stored in the Conduct File, which remains active for the remainder of the Academic Year. At the end of each Academic Year, Disciplinary Referrals and supporting documentation are placed in the student's permanent file.
5. Procedure for the Restorative Track:
 - a. The case is referred to the Guidance Counselor.
 - b. The Guidance Counselor informs parents about the situations and process.
 - c. Implement Conflict Resolution Strategies.
 - i. Meeting with each of the students involved.
 - ii. Emotional support is provided to those involved.
 - iii. Create an action plan that promotes student commitment to restorative action.
 - d. Inform the administration and parents about the action plan, setting up meetings as necessary.
 - e. The Guidance Counselor works with students to implement the action plan, seeking support from teachers as necessary.
 - f. The Guidance Counselor meets with student(s) periodically, if necessary, to follow up on the situation.
 - g. When the Guidance Counselor determines the situation has been resolved, the home and office are informed.
6. Procedure for Disciplinary Track:
 - a. Parents are notified by the administration about the situation by phone and/or in writing.
 - b. Disciplinary Warnings accumulate throughout the year and result in a Corrective Actions and corresponding points off the Citizenship Grade Average.
7. At times a situation merits Restorative attention, but also deserves a Disciplinary consequence. These are assigned to the Mixed Track, and both of the above procedures take place simultaneously.

2.3.7. *Corrective Actions*

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

1. 1 hour of after-school Detention, each.
2. 2 hours of after-school Detention (Friday afternoon)
3. 1 Day of In-School Suspension
4. 2 Days of In-School Suspension
5. Conduct Probation; potential Internal Suspension; potential External Suspension; Potential Expulsion.

The Administration, with validation from the Conduct Committee, 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. This includes reserving the right to assign After-School Detention, Internal and External

Suspension, and Expulsion at any time. In the cases of External Suspension and Expulsion, the Head of School must validate the Corrective Action.

2.3.7.A. Detention

Detention is served outside of school hours on Tuesdays, Thursdays, and/or Fridays, on the day assigned by the School Administration, as per the following guidelines. When students have many pending hours of detention, a Saturday detention may be assigned.

Detentions may be served:

1. After school in the assigned classroom, usually the next available day immediately following the validation of the Disciplinary Referral.
 - a. Students will complete schoolwork or read. Students may not sleep or put their heads down on the desk.
 - b. No cell phones or electronic devices are permitted.
 - c. One hour of detention credit for each one hour served.
2. Before or after school assigned to custodial staff to assist in campus clean up.
 - a. Students must sign-up in the Office in order to work.
 - b. No cell phones or electronic devices are permitted.
 - c. Limited spaces available. A raffle will be held using student ID cards if more students request to assist than spots available.
 - d. Two hours of detention credit for one hour served.
3. Saturday Detention will be held on dates established by the Administration in a classroom and/or as part of campus cleanup efforts as needed. Extra charges may apply in order to provide supervision.
 - a. Students will do schoolwork or read. Students may not sleep or put their heads down on the desk.
 - b. No cell phones or electronic devices are permitted.
 - c. Two hours of detention credit for one hour served.

Failure to attend Detention 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 Detention must be made up.

2.3.7.B. Internal 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.

2.3.7.C. External 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. On the day(s) of external suspension the student will not receive credit for homework, classwork, and quizzes. Tests missed on suspension days will be completed after school upon return, and they will receive academic credit. The student is responsible for obtaining the academic information given on the suspended days.

2.3.7.D. 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, or AAC facilities in danger.

2.3.8. 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, in the form of a contract validated by the School's legal council. 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 during the school year.

2.3.9. 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, that affects the learning environment or reputation of AAC, is subject to corrective measures on campus.

2.3.10. 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. When situations arise that could represent a case of bullying, this procedure is used.

2.3.10.A. AAC Position Statement Regarding Bullying and Intimidation

Physical behaviors, verbal exchanges and body language that are used to intimidate others are not acceptable forms of communication at American Academy Casablanca. Communication is expected to be respectful of individual rights and to promote common understanding. The use of perceived power and control to get one's own way without regard for the well-being of others, or to create fear in others even when defending oneself is not tolerated at American Academy Casablanca.

2.3.10.B. Definition of Bullying/Intimidation Behaviors

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 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 damaged reputation.

2.3.10.C. Procedures for Presumed Cases of Bullying

1. All behavior perceived as threatening witnessed by any member of the school staff will send a Disciplinary Referral. Disciplinary procedures apply as noted in this policy for the specific behavior.
2. The Conduct Committee refers to the case to the Guidance Counselor.
3. The Guidance Counselor will carry out an investigation that includes interviews and observations of those involved.
4. 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 any persons involved.
5. At the end of the Guidance Counselor’s investigation, a written report will be provided to the Conduct Committee determining if the situation constitutes bullying behavior or not.
6. If an investigation suggests that a particular case does not constitute bullying, the procedure ends here.
7. Once a case is defined as bullying, the student is placed on Conduct Probation and is issued a Conditioned Enrollment Contract.
8. Parents are called in for a meeting with the Principal and Guidance Counselor to discuss the Conduct Probation / Conditioned Enrollment Contract and action plan.
9. 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.
10. The Guidance Counselor is responsible for the supervision of the implementation of the action plan, and the Conduct Committee will determine the length of the conditioned enrollment.
11. The Guidance Counselor will contact the victim’s/victims’ family/families to inform them of the decisions made in regard to the bully student and to offer follow up support as needed.

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 at 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.

2.3.11. The Conduct Committee

Red Cards are reviewed by the Conduct Committee to determine the appropriate plan of action. The Administrator may also convene a consultation with the Conduct Committee in relation to any infraction.

The Assistant Principal/Lead Teacher oversees the Conduct Committee for each Division. The Conduct Committee is comprised as follows:

- In Primary: 1 representative per grade level, along with the Guidance Counselor.
- In Middle School / High School: 2 representatives from Middle School and 2 representatives from High School and both Guidance Counselors.

The teacher representatives are selected by the Division Principal, serve terms for one academic year, and may be renewed. The Division Principal reserves the right to rotate or change representatives on the Conduct Committee during the year under certain circumstances.

2.3.12. Disciplinary Appeals Process

Decisions made by the Conduct Committee 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 of the situation from the Lead Teacher.
2. Appeals may not involve request 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
5. Note that in order for an appeal to be escalated, copies of the written appeal and prior responses must be provided to each new hierarchical instance. For example, when escalating to the Head of School, the initial appeal, Division

Principal Response, and updated request for appeal must be presented as part of the escalated appeal.

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

2.4.1. 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 and 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.

2.4.2. 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.

2.4.3. 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.

2.4.4. 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 and 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.

2.4.5. 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.

2.4.6. 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 secured location.

2.4.7. 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.

2.4.8. 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 school corporation. 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 International Baccalaureate academic programs, as well as inspired by Reggio Emilia in the Exploratorium, and adapted to meet the needs of learners in Morocco. 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 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, overseen by the Division of Teaching and Learning, that has been developed by a team of professionals including the course teacher, the Division Principal, the Academic Department Coordinator, the Director of Teaching and Learning, and, as applicable, the IB Coordinator for the corresponding level.

Course Programs follow a standard format across the entire school and include, at minimum, the following information:

- Course Title
- Prerequisites, if applicable (in High School)
- Course Description/Overview
- Grade Scale Distribution
- Major Projects, including links to Service Learning when applicable
- Primary Learning Objectives
- Content and Learning Objectives for each unit, by grading period.

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 strictly required to implement grading in their courses based on the grade scales published on the Course Program.

3.3. Guidelines for Assignments

3.3.1. Classwork

Definition: Classwork is formative evaluation of student work that takes place entirely in the classroom. Examples include participation in lessons, class activities, worksheets, small projects, and other activities carried out by students in class with minimum input from the teacher.

Guidelines:

- Classwork grades are intended to measure student progress through the learning process.
- Grades for class participation must be backed with a grading rubric.

3.3.2. Homework

Definition: 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. 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.
- Teachers may require students to submit homework only on days that they attend that particular class.
- Homework assigned on Friday may not be due the following Monday.
- 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 (up to 20 minutes per class meeting).
 - 7th grade= up to 100 minutes per night (up to 25 minutes per class meeting).
 - 8th grade= up to 120 minutes per night (up to 30 minutes per class meeting).
 - 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.

3.3.3. *Projects*

Definition: Projects require the development of a written and/or oral product in addition to any other creative aspects. When completing a project, students will explore beyond the standard subject matter of the term by developing and investigating an area of essential understanding. Research helps students develop the specific skills they need to become lifelong learners.

Projects may take a wide variety of forms, including research, interdisciplinary work, book reports, practical application, lab activities and corresponding reports, practical and bibliographic research such as science fairs, models, essays, lab reports, field trip reports, Model United Nations, and other similar work.

Guidelines:

- Projects may take place in or out of class.
- All projects must be graded using an appropriate rubric that clearly articulates the standards by which student performance will be evaluated.
- Each course may have only one test or project due during the same week, regardless of whether the project is completed in class or outside of class.
- For any written documents, students must use APA formatting, as appropriate to the grade level and curriculum.
- The day a project is assigned, teachers must provide students with written instructions, the grading rubric, and the due date.
- Teachers may require students to submit research projects during any week when students do not also have a test in the same course.
- Tests and projects may be scheduled in a maximum of two courses on the same day, if time outside of class is required to complete the project. If a project takes place entirely in class, the project doesn't count toward this total.

3.3.4. *Quizzes*

Definition: A quiz is a form of evaluation that is shorter than a regular test with regard to time allowed, number of question items, and topics evaluated.

Guidelines:

- Measure student achievement on single objective or lesson.
- Take between 15-20 minutes to complete.
- Have no more than 15 points/questions.
- Must take place in class in a test-like environment.
- May be announced or unannounced.
- May include one or two types of questions.
- Only one quiz in the same subject may be administered each day.

3.3.5. Tests

Definition: Tests are written or oral assessments administered to measure the degree to which students have achieved the corresponding learning objectives established. Tests are comprehensive in nature and are developed taking into consideration the standards, benchmarks, and content of the school curriculum. Through testing, students acquire important study and test-taking skills, which are important to prepare students for external graduation and college admissions exams.

Guidelines:

- May take place only during designated testing weeks at the mid-term and/or trimester end.
- A list of topics to be evaluated must be provided to students and parents at least one week in advance.
- Tests and Projects may be scheduled in a maximum of two courses on the same day.
- Usually take a full class period.
- May measure learning from an entire unit, multiple units, or be cumulative across grading periods.
- Must include at least three types of questions.
- Must include the official school cover page with signatures of approval from the Department Coordinator, Division Principal, and Director of Teaching and Learning.
- Make up exams are scheduled by the Division Administration. Teachers report to the administration exams that must be made up, and the administration will coordinate with parents and students. Make up exams take place after school on Fridays and have an additional cost.

3.3.6. Procedure for Making up Tests and Quizzes

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 make up the exam on a Friday afternoon.
- To request exam make up, the student/parents must contact the corresponding Lead Teacher within three days after returning to school.
- The parent/student pays the make up exam fee of 200 MAD to the school cashier and presents the receipt to the Lead Teacher. The fee is used to cover make up exam administration, and any remaining funds are donated to the Service Learning Program.
- The Lead Teacher will assign the date for the make up test and arrange a proctor.
- If a student misses the make-up exam, it will be rescheduled once.
- If a student misses the second make up exam, the minimum grade (0) will be issued for the test.

In the event of an absence where a student misses a quiz, the teacher will organize a time for the student to make up the quiz during or outside of school hours at the teacher's discretion. There is no additional charge or payment for make-up quizzes.

3.4. Grade Scales

Grade scales are defined on the Course Program, which is approved by the School Administration, and teachers are not permitted to vary the approved grade scale.

3.5. Minimum Passing Grades

A grade of 65.0 or higher 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 annual average in a course in order to pass the course. Annual Averages are calculated by using a simple average of each of the three trimester grades. Students who fail one of two courses must take measures to earn remedial credit during vacation in order to be promoted to the next grade level. Students who fail three or more courses must repeat the year.

3.6. Remedial Summer Program

At times students do not earn the minimum passing grade in one or two courses and are able to retake the course work in an AAC-approved remedial summer program, which may be provided directly by AAC or outsourced to an online company. Remedial work options include Recuperation Exams, Online Courses, and/or Summer School. In the case of Service Learning, additional service programs may need to be completed during the summer vacation.

Students may not use more than one remedial method to attempt to recover credit for the same course. For example, a student may not take a Recuperation Exam and an Online Course to attempt to achieve a passing grade in the same English class. However, students with two failing grades may decide to recover one via a Recuperation Exam and one through an Online Course.

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.

3.6.1. Recuperation Exams

1. A range of test dates for the first Recuperation Exams are scheduled by the school and communicated early in the school year.
2. Requests to earn credit through an Recuperation Exam must be made in writing to the Director of Teaching and Learning no later than two business days after report cards are made available.
3. Once approved, the corresponding fees must be paid within one day and the receipt of payment submitted to the Office of Teaching and Learning.
4. Students will immediately be provided with the exact day (within the previously communicated range) and time of the test, as well as a study guide.
5. Students who do not take the test on the assigned day will fail.

6. **First Recuperation Exam:** The first recuperation exam takes place shortly after the end of the school year. Students who pass the first Recuperation Exam by earning a score of 80% or higher will receive a grade of 65 as the final grade for the course.
7. **Second Recuperation Exam:** The second recuperation exam takes place shortly before classes begin in August. Students who fail to earn the minimum passing grade on the first recuperation exam have the opportunity to take a second extraordinary test, which will use the same study guide. Students must present proof of payment for the second exam before taking the test. Students who pass the second Recuperation Exam by earning a score of 80% or higher will receive a grade of 65 as the final grade for the course.
8. Students who fail the second extraordinary exam will fail the course and will not be promoted to the next grade level.
9. AAC requires that students pass all courses in each grade level in order to be promoted. Students may not carry over courses from one school year to the next.

3.6.2. Online Courses

AAC accepts transfer credits from Keystone School

(<https://www.keystoneschoolonline.com>) only for remedial course credit. A student who intends to seek remedial AAC credit via a Keystone course should show proof of enrollment to the Director of Teaching and Learning no later than two school days after the final report card becomes available. An official transcript with a passing grade must be presented to the Director of Teaching and Learning, no more than one week before the start of the following school year. Students who fail the Keystone course or who do not present the transcript by the deadline will not receive the corresponding AAC credit and 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. Students may not carry over courses from one school year to the next.

3.6.3. Summer School

In some cases, AAC may offer summer school programs, particularly in Primary School and 11th grade IB Courses, which require a great deal of student-teacher interaction in order to guarantee proper achievement of learning objectives. These courses will be offered on a case-by-case basis, require previous approval from the Director of Teaching and Learning, and will last approximately 80 instructional hours during a two 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. Students may not carry over courses from one school year to the next.

3.7. 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. Earning a passing grade in the Service Learning Class, demonstrating completion of AAC service learning requirements.
4. Attend school during at least 90% of the school year, by being absent less than 18 days during the year (with no more than 9 from January to June).
5. 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 and be promoted.

Students will fail the grade level and will not be promoted based on three criteria:

1. Failing grades in three or more classes on the final Annual Report Card.
2. Failing grades in one or more classes even after exhausting all existing options for remedial work.
3. Failure to comply with the Attendance Policy.

Students who do not pass the Citizenship grade on the final Annual Report Card will be promoted to the next grade level, but may be asked not to return to AAC the following year or may be placed on Conduct Probation and issued a Conditioned Enrollment Contract for continued enrollment.

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 issues a Conditioned Enrollment Contract.

3.8. Graduation Requirements

In order to complete the US High School Diploma program at AAC, students in grades 10-12 during the 2018-2019 school year, graduating in June 2019, 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 - including at least 2 courses in the same science area

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 outline 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 August 2018, students may not be promoted with pending credits from previous academic years as outlined in this Handbook.

Effective with the graduating class of June 2022 (9th grade class during the 2018-2019 school year) specific course credits will not be required as such. 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.

3.9. 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. All courses have the same value, and therefore cumulative grade point averages are not weighted, but rather represent the overall average of the annual grades earned on the 4.0 scale.

AP courses receive 0.5 additional points on the 4.0 Scale until the time in which the IBDP is implemented, and then no additional GPA points will be granted for AP or IB courses. 4.0 is the maximum permitted cumulative GPA.

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

3.10. 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 to be administered based on a student's grade level and in the following subject areas:

Subject	Kindergarten	Grade 1	Grade 2	Grades 3- 9
Mathematics	X	X	X	X
Reading	X	X	X	X
Language Usage			X	X
Science				X

All students will take the College Board's PSAT in grade 10 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.

3.11. Student Records

The Office of Teaching and Learning at the 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.

3.11.1. 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.

3.11.2. Progress Reports

Progress reports are distributed in the middle of each trimester to all students. Students who have academic or behavior concerns will require a Parent/Teacher Conference to set goals for student success.

3.11.3. Report Cards

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

3.11.3.A. 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 three 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

3.11.3.B. 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 three times per year, at the end of each grading period. Annual grades are calculated by averaging the course grades from each grading period together, using equal weights.

3.11.4. 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 annual 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 °.

3.11.5. Transfer Credits

In order to gain admission, according to the Admissions Handbook, students entering American Academy Casablanca must have earned passing grades on 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.

The Director of Teaching and Learning is responsible for assessing transfer credits, seeking Head of School approval for transfer credits, and for entering the corresponding information into the Renweb platform.

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.

3.12. 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 within a classroom or during 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.
10. Efforts to Promote Academic Honesty at AAC
- A. Research skills are taught to students beginning in 6th 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.
11. Student Requirements in Relation To Academic Honesty
- A. Every student shall follow the requirements outlined in the APA Style Guide. Every student is presumed to know and 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.
12. 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 specially 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.

13. 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.

3.13. Academic Appeals and the Evaluation Committee

Students have the right to appeal any grade earned during a grading period as well as the final grade published on the Report Card. The appeal process must start within three school days after the official receipt of the evaluation information. At any stage of the process, students can consult with the Guidance Counselor or Lead Teacher for advice regarding school regulations and options available. The appeals procedure must respect the following order:

1. Teacher
2. Academic Department Coordinator
3. Division Evaluation Committee, as appropriate
4. General Evaluation Committee

The procedure to present appeals to the any of the Evaluation Committees is as follows:

1. The Appeal should be submitted in writing to the corresponding office (Primary Principal, Middle School Principal, High School Principal, Head of School), who will investigate the matter and present it to the corresponding Evaluation Committee.
2. Appeals will be resolved in writing in a maximum period of 15 school days.
3. Considering the General Evaluation Committee's position as the highest academic evaluation authority at AAC, appeals resolved by the General Evaluation Committee may only be appealed to the Executive Board.
4. Appeals to the Executive Board must be presented in writing to the Head of School within 3 days of receiving written notice from the General Evaluation Committee's final decision.

The Evaluation Committee

American Academy Casablanca ensures educational quality through effective evaluation of student learning within the guidelines published in this handbook. The role of the Evaluation Committee is to ensure student and teacher compliance with the

contents of the Parent-Student Handbook in regards to Academic Evaluation. Evaluation is coordinated across academic departments and supervised by the Evaluation Committee.

Composition of the Evaluation Committee

American Academy Casablanca's Evaluation Committee consists of three entities: The Primary School Evaluation Committee, the Middle/High School Evaluation Committee and the General Evaluation Committee.

Primary and Middle/High School Evaluation Committees

Functions:

1. Provide follow-up to ensure compliance with technical and administrative guidelines established in these regulations concerning student academic Evaluation.
2. Train teachers on academic evaluation principles especially with regard to creating and validating tests and other evaluation instruments in each subject area.
3. Revise and approve Exams and Projects.
4. Review evaluation appeals and provide advice to school Directors in the processing of evaluation appeals presented by students, parents or legal Guardians.
5. Maintain on file a random sample by grade of tests or other evaluation instruments used by teachers, in order to analyze them technically and establish follow-up actions and guidance for school teaching staff.
6. Develop and revise Evaluation Policies for Primary School or Middle/High School and seek approval of the Senior Leadership Team at the end of each school year for implementation the following year.
7. Keep an updated record of issues discussed and agreements adopted in each committee meeting.
8. Other duties inherent to these responsibilities and these regulations, as Required

Membership in the Primary and Middle/High School Evaluation Committees:

1. Division Principal (Coordinator, non-voting member)
2. Division Lead Teacher
3. English Department Coordinator
4. French Department Coordinator
5. Arabic Department Coordinator
6. Math Department Coordinator
7. Science Department Coordinator
8. Social Studies Department Coordinator
9. Division Counselor/Learning Support Specialist
10. Art/Music/PE Teacher, only when the evaluation at hand is in one of those departments.

General Evaluation Committee

Function: Attend Appeals from the Primary or Middle/High School Evaluation Committees.

Membership:

1. Head of School (Coordinator, non-voting member)
2. Primary School Principal
3. Middle School Principal
4. High School Principal
5. Lead Teacher from the Division where the case originates.
6. Two Teachers from the Primary School Evaluation Committee (appointed on a rotating basis by the Primary School Principal)
7. Two Teachers from the Middle/High School Evaluation Committee (appointed on a rotating basis by the Middle and High School Principals)
8. The Guidance Counselor and Student Support Teacher from the Division where the case originates.
9. In addition, the Head of School may appoint any person with relevant responsibilities to serve on the Committee, whether on a temporary or permanent basis, as deemed appropriate.

4. Student 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 Community Service Program, which fulfills the requirements for the IB Program in Middle and High School, which AAC aspires to implement in coming years.

By implementing Service-learning programs at AAC, this will create the opportunity to involve a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.

According to Catheryn Berger Kaye, expert in service learning, "The ideas of service and learning combine to create service learning. Investigation, preparation and planning, action, reflection, and demonstration are the five stages of service learning. By understanding how each stage works, you can be more effective in making plans to help in your community."

As the school prepares for alignment with the IBO's programs, the Community Service 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 grade 6-10.

Community Projects in the Exploratorium and Primary School are linked to experiential learning and giving back to the local and school community.

4.1.1. Service Learning in the Exploratorium

Service Learning in the early childhood years can have lifelong effects on children’s conceptions of how they should relate to others and the environment. Children thrive on opportunities to be helpers and when they can effectively contribute to their community in meaningful ways that support their emerging independence, sense of self-efficacy, and sense of place among the wider school community. The Exploratorium teachers will develop on-site Service Learning projects which beautify the campus, benefit the school community as a whole and support the children’s development of prosocial behaviors of empathy, altruism, helping and sharing.

Grade	Project Area / Focus	Subject-Area Curriculum Links
Nursery/PreK	School Community Building (Animals, Planting, School Beautification)	Social Studies, English, Math, Science
K1	School Community Building (Animals, Planting, School Beautification)	Social Studies, English, Math, Science
K2	School Community Building (Animals, Planting, School Beautification)	Social Studies, English, Math, Science

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

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

As part of the Community Projects class, students will engage in an ongoing investigation and will maintain a journal, called the *Community Service Journal*, with all required documentation of the development of the project. The Journal will be based on the worksheets available in *The Complete Guide to Service Learning* and will also include a creative reflection at the end of the project.

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 (MYP From Principles to Practice)

Expectations for Community Service Projects

- Students will receive a PASS/ FAIL grade in Community Projects for their participation and completion of the requirements.
- Students will engage in an ongoing investigation and will maintain a journal, created by each student, called the Community Service Journal, with all required documentation of the development of the project. The Journal will be based on the worksheets available in *The Complete Guide to Service Learning* and will also include a creative reflection at the end of the project.
- Students who do not complete any aspect of the Community Service requirement, such as turning in the documentation, attending the service activity, etc., must make up a number of hours individually and outside school as determined by Director of Student Life 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 Community Service requirements outlined in the Course Program for the corresponding grade level are fulfilled.
- Completion of all Community Service requirements is necessary for promotion to the following grade level, as described in the Academic Evaluation section of this Handbook.

Service Projects

Designed to achieve the objectives described above, to promote real-world learning experiences as linked to the AAC curriculum, and to prepare students for the IBDP CAS program, the following chart outlines requirements by grade level for grades 6-10.

Grade	Individual Work	Group Work	Project Area / Focus	Subject-Area Curriculum Links
1	No	Yes	School Community Building (Animals, Planting, School Beautification)	Social Studies, English, Math, Science
2	No	Yes	School Community Building (Animals, Planting, School Beautification)	Social Studies, English, Math, Science

			Planting, School Beautification)	
3	No	Yes	Rabbits/ Chickens/ Eggs Sales- Farm to Table-	Social Studies, English, Math, Science
4	No	Yes	Recycling “Making our School Community Greener”	Social Studies, English, Math, Science
5	No	Yes	Creation of “How To Manuals” in relation to School Community (Animals, Planting, School Beautification)	Social Studies, English, Math, Science
6	No	Yes	Exploring agricultural farming issues. Example: Identifying problems farmers are having bringing food to market.	English, Social Studies, Science and Math
7	No	Yes	Bouskoura Forest. Environmental issue. Example: the delicate balance between conservation and growth.	Science
8	No	Yes	Community recycling; Example Let’s make Green Town greener	Science, Math, Social Studies
9	15 hours	Yes	Nursing Home. Example: The importance of taking care of	Math, Life Science

			those who took care of us.	
10	25 hours	Yes	Orphanage, example: What are the demographics and why?	Math, Life Science

Guidelines for Group Community 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 Community Service class, and interventions will take place during regular school days.

Roles and Responsibilities of Staff

- Homeroom Teacher: Be familiar with and involved in their group's project. Organize and carry out fundraising activities with students. Attend the diagnostic and intervention with their homeroom.
- Service Learning Teacher (Grades 6-12): Plan and organize the project with students. Follow up with subject-area teachers to insure integration of the Community Project to the academic curriculum.
- Subject-Area Teachers: Integrate each group's Community Service Project Theme into the academic curriculum of each subject area.
- Director of Teaching and Learning: Design a curriculum, together with all involved teachers that incorporates Service Learning into the corresponding academic subjects in each grade level in a meaningful and senseful way.
- Director of Student Life: Approve all projects. Supervise student compliance with deadlines. Support Homeroom Teacher and Community Service Teacher in their duties.

Guidelines for Individual Projects

In addition to the group projects, students in grades 9-10 will complete individual projects, which increase in complexity and length across grade levels in preparation for the Individual CAS Projects required by the IBO during grades 11 and 12.

- Individual Projects may be organized in or out of the Community 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 in the Community Service Journal are carried out correctly and completely.

4.1.3. 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. The IB-CAS program will not be opened until AAC is authorized by the IBO to offer the Diploma Program in grades 11-12.

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

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

Grade	Individual Work	Group Work	Project Area / Focus
11	40 hours	Participate in the Grade-Level Project, together with IB students during Grade 11 (see below).	Students will individually, identify their particular project platform and focus (11: local) (12: national/global)
12	40 hours		

Requirements for IBDP Students: Community Action Service (Once the IBO approves the IBDP 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

4.2.A. Awards and Recognitions for Grades K-12.

Academic Excellence: Academic Excellence lists will be published at the end of each grading period and will include students who achieved grades equal to 90 or above in each course.

At the end of the year, Awards for Academic Excellence will be granted as follows:

1. Bronze Award: Recognition for earning Academic Excellence one grading period.
2. Silver Award: Recognition for earning Academic Excellence during two grading periods.
3. Gold Award: Acknowledges students who achieved academic excellence during all three grading periods.

Citizenship Award: The Citizenship Award is granted to students who have a Citizenship grade of 90 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.

Attendance Award: Granted to students with no more than 3 absences during the entire academic year.

Exemplary Student of the Year: This award is granted to students who achieve an award for Academic Excellence of any category, the Citizenship Award, the Attendance Award, and who are confirmed by the teachers and Principal as a positive role model for other AAC students.

4.2.B. 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 during all four 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 during all four years of high school are eligible.

Summa Cum Laude: The Highest Praise Honor upon completion of the American Academy Casablanca program of studies is the Summa Cum Laude recognition. Recipients will be distinguished during the graduation ceremony by wearing a sash of the AAC school colors, a gold medal, and a gold tassel. This may be achieved by all students who meet the following requirements:

- Gold Academic Excellence Award during grades 9-12.
- Citizenship grade above 90 on all final report cards during grades 9-12.
- Attendance of 95% during the 12th grade.
- Positive recommendation from 75% of High School faculty.

Magna Cum Laude: The Great Honor upon completion of the American Academy Casablanca program of studies is the Magna Cum Laude recognition. Recipients will be distinguished during the graduation ceremony by wearing a sash of the AAC school colors, a silver medal, and a silver tassel. This may be achieved by all students who meet the following requirements:

- Gold Academic Excellence Award during at least three years of grades 9-12, and silver during the other year.
- Citizenship grade above 90 on all final report cards during grades 9-12.
- Attendance of 90% during the 12th grade.
- Positive recommendation from 75% of High School faculty.

Cum Laude: Honors graduates, upon completion of the AAC program of studies will be distinguished during the graduation ceremony by wearing a sash of the AAC school colors. This may be achieved by all students who meet the following requirements:

- Gold or Silver Academic Excellence Award during grades 9-12.
- Citizenship grade above 90 on all final report cards during grades 9-12.

Student Parliament: The President of the Student body wears a sash stating “Student Body President”.

Attendance Award: Granted to students who earned the Attendance Award each year during grades 9-12.

4.3. Promotions 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 a 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. And 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.

4.3.1. Kindergarten and 5th Grade Promotion Ceremonies

The Kindergarten and 5th 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 signify that students are ready for the next level in their educational process.

The promotion ceremonies for both Kindergarten and 5th grade are held on a Saturday in June. 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.

4.3.2. 8th Grade Rite of Passage

As opposed to a traditional graduation or promotion ceremony, 8th grade students participate in an overnight field trip, known as the Rite of Passage, with staff from Middle School and High School. During this time, students reflect upon their experience in Middle School and look forward to High School and College. They play games together, sit around a bonfire together, and reflect on what it means to enter the next phase of their lives in this "coming of age" event. The Middle School Diploma is given to students in a sealed envelope at the end of the Field Trip, signifying that the Middle School "children" have now become High School "young adults".

4.3.3. 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. The High School office will communicate the details of these 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 in order 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—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. Students must leave all purses, cameras, pagers, cell phones, etc., with parents and guests.

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, defined as anyone designated to speak during the ceremonies, must be supervised by the graduation advisor, and go through an approval and review process by the School's Principal, the Director of Student Life, and final approval by the Head of School.

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.

Meeting Place: Arrange for a meeting place for your family and friends outside the actual ceremonial area. A recessional at the end of the official ceremony will await the graduates.

4.4. Athletic Program

The athletic program at American Academy Casablanca is designed to contribute 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.

4.4.1. Athletic Teams at AAC

4.4.1.A. Sports in Exploratorium and First Grade

Students may participate in Pre-Basketball and/or Pre-Soccer as a one hour After-School Activity once per week. These activities promote good sportsmanship and the opportunity to learn the rules of the game early in life. The activities are non-competitive and are combined, boys and girls together.

4.4.1.B. 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. 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

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 for a trimester and offered again the following trimester 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.

4.4.1.C. Athletic Teams in Middle School and High School

Varsity and Junior Varsity Teams and Tryouts

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 a passing Citizenship grade on each Report Card 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 for two hours a time, including times in which the AAC campus is closed. 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.
- Students must use the full AAC PE uniform during sports practices, as per the Dress Code, without exception. 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.

4.4.2. 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 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 are offered on Tuesday and Thursdays for one hour after school. These 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 in the Student Life Office near the gym.

4.6. Week Without Walls

The American Academy Casablanca Week Without Walls program has been carefully crafted to give students the experiences to inspire, develop and foster the traits needed to be successful global citizens. AAC defines a global citizen as a person with understanding and awareness of the wider world. Someone who cares about people and the environment, and brave enough to take action to make the world a better place. AAC Students participate and engage in sustainable service and/or gain awareness of issues that transcend national borders. They develop an understanding of issues of indigenous peoples with poverty, environmental degradation and preservation, while simultaneously helping these people or building up cultural awareness and sensitivity to their issues. Students will often plan and work as teams, strengthening their teamwork for a common goal of greater good.

Connections to Learning:

AAC has the intention to become an IB World School. The International Baccalaureate aims to develop knowledgeable, inquiring, and caring young people who help to create a more peaceful world through intercultural understanding and respect. The Week Without Walls Program is a powerful tool for AAC's aspiration of integrating and scaffolding into the IB Program.

The Week Without Walls learning objectives closely reflect and prepare students for service learning requirements for future graduation requirements.

The WWW programs encourage students to increase their awareness of areas for personal growth, to undertake new challenges, to plan and initiate activities, to work collaboratively with others, to show perseverance and commitment, to engage in issues of global importance, to consider the ethical implications of their actions, and to develop new life skills. All of these objectives can easily be met through meaningful participation in the WWW program.

Students will be responsible for understanding their learning outcomes and able to apply the experiences and reflections from their WWW trips directly to their personal learning.

Experiential Learning:

Learning about symbiotic relationships, indigenous cultures, ocean swells, the biodiversity of the rainforest, or the effects of erosion in a classroom setting is valuable. However, to make these lessons memorable and formative in the long term, there needs to be an experience attached to the idea.

There exists a wealth of academic documentation that champions the importance of learning in context: learning by doing rather than observing. The Week Without Walls program provides students with these contexts. As a result, students:

- See the application of academic learning and personal or social skills to real life
- Bring real benefits to themselves and/or others
- Understand their own capacity to make a difference
- Make decisions that have real, not hypothetical, results
- Develop skills to solve problems
- Develop a sense of responsibility and accountability for their actions

Week Without Walls Participation

Level	Structure
Exploratorium	On and off campus. Ongoing, year round.
1-3 Grades	3 Days on Campus. 2 Days off Campus during a single week. No overnight activities.
4 Grade	3 Days on Campus. 2 Days off Campus during a single week. One overnight activity on campus.
5 Grade	3 Days on Campus. 2 Days off Campus, with overnight field trip. During a single week.
6-8	1 Day on Campus. 4 Days off Campus, with 3 overnights. During a single week.
9-12	5 Days off Campus, 4 Overnights. During a single week.

This program is of compulsory participation. Students opting out from the WWW will be marked absent for the week. Given that no regular classes or supervision will be provided during the specific grades 6-12 WWW, any non-participant student cannot be on campus during this time.

4.7. One Day Field Trips / Service Learning Trips

Field trips are planned to provide real-life experiences to complement the classroom curriculum. As part of the Enrollment Contract, parents pre-authorize their children to participate in all field trips and excursions that take place within the regular school day. Therefore, individual permissions slips are not required 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.

4.8. 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. Teachers will seal hotel room doors with masking tape as a deterrent for students to leave their rooms at night. Any violation for a non-emergency receives an automatic Office Referral; in the event of an emergency, students must report directly to the room of the chaperone in charge before taking other measures to deal with the emergency situation.
5. 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.
6. 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.
7. 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.
8. Violation to 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.

4.9. 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. The AAC school calendar lists what assemblies occur each month, the focus of the assembly, and what grade levels are attending.

4.10. 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.

4.11. Student Health

At AAC, we are 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 exposures to risky behaviors. Health education curricula

and instruction help AAC students learn 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.

4.11.1. 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);
- Poliomyelitis (polio);
- (MMR) measles, mumps, rubella;
- Haemophilus influenzae, type b (Hib);
- Hepatitis B;
- Varicella (chickenpox);
- Other vaccines, upon request of AAC.

4.11.2. Dispensing of Student Medication

4.11.2.A. 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.

4.11.2.B. Nurse-Administered Medication

This is any OTC medication or doctor prescribed medication that is 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.

Use of the School elevator / lift

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

4.11.3. 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.

4.11.4. 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.

4.11.5. Illness Exclusion Policy

AAC does not allow children who are ill or have symptoms of illness to attend classes. Symptoms or conditions, which may exclude 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 Section Principal) may grant student 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).

4.11.6. 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 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/ extremity
 - 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

4.11.7. 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 Senior 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 all 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.

4.11.8. Toilet Training

Students are supposed to be toilet-trained when they enter nursery class, 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!

4.11.10. 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 the 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 decision regarding fasting when health-related circumstances for all minors arise.

The school cafeteria will operate as usual during Ramadan.

4.12. Student Parliament

Overview of the Student Parliament at American Academy Casablanca

The Administration at the American Academy Casablanca values student input into the decision-making process at the school, and it also appreciates the value-added from student leadership opportunities and student-led school initiatives. As such, the Senior Leadership Team has authorized the establishment of a Student Parliament to serve as an outlet for student voice and an opportunity for organized student initiatives.

This Handbook provides guidance for the selection and oversight of the Student Parliament at AAC.

Organization of the Student Parliament

The Student Parliament is formed of 12 members, with one representative from each grade level in grades 1-12, whom are selected by direct vote by the students in each grade level. The election process is described in greater detail in a subsequent section of this Handbook.

The Executive Committee of the Student Parliament consists of two Presidents (one from Primary School and one from Secondary School (Middle School and High School), as well as a Vice President, Treasurer, and a Secretary.

The President of the Primary School is the representative selected from 5th grade, and the President of Secondary School is the representative from 12th grade. The AAC Student Body President is also the representative from 12th grade.

All other positions in the student Parliament are selected through secret vote from within the Student Parliament, after a brief discussion during the Parliament's first meeting. These positions must all be filled by students from grades 6-12.

All members of the Student Parliament that do not belong to the Executive Committee are Members at Large.

Duties and Responsibilities of the Student Parliament

- Within the first 15 school days of the Academic Year, submit a written government plan to the Director of Student Life for approval from the Senior Leadership Team.
- Implementation of the Government Plan, as approved by the Senior Leadership Team, throughout the academic year.
- Organize weekly meetings after school on Tuesdays, during the After School Activities Period.
- Representation will include the interests of students from all grade levels in Primary, Middle, and High School.
- Plan and organize activities, events, and fundraisers to carry out projects of student interest.
- Promote Puma spirit by setting the example for other students through their behavior, academic performance, and attendance.
- Keep the Student Body informed about every point of interest through monthly updates by means of communication (printed, bulletin board, or digital)
- Carry out activities to promote school spirit, for community service, positive values, academic support, and so forth.
- Execute integration, academic, and community service activities.
- Assist in resolution of any problems presented within the Student Body.
- Provide a report of duties and financial report per semester or as required.
- Fundraise and deposit money earned or donated to the Student Parliament account.
- Participate in institutional committees or activities at the request of the Administration.
- Act as Ambassadors representing AAC

Duties and Responsibilities of Individual Student Parliament Representatives

- Mandatory attendance to all ordinary and extraordinary Student Executive Committee meeting sessions (unjustified absence from more than three meetings is cause for loss of credentials)
- Promote individual and group achievement within the class in the areas of integration, organization, academic performance, and conduct.
- Understand the policies of American Academy Casablanca in order to promote and advise students in following them.

- Represent the special interests of the class in the Student Parliament.

Responsibilities of Each Member of the Executive Committee of the Student Parliament

- High School President, Student-Body President
 - Represent the Student Body at all times.
 - Attend and preside over ordinary and extraordinary Student Parliament Meetings.
 - Approve or veto agreements of the Student Parliament.
 - Coordinate reports with the Treasurer about all financial movements.
 - Attend teacher or Senior Leadership Team meetings at the request of the Administration.
 - Prepare a report of accomplishments for the Administration and the student body at large.
 - Provide members and Senior Leadership Team with a meeting agenda prior to the monthly meeting between the Student Parliament and the AAC Senior Leadership Team.
- Vice President
 - Assist the President with all of his/her functions.
 - Fulfill the duties during the absence of the President in a temporary or definitive absence.
 - Attend ordinary and extraordinary Student Parliament Meetings.
 - Attend teacher or Senior Leadership Team meetings at the request of the Administration.
- Secretary
 - Keep a public meeting minutes book, shared on the AAC google Drive for all students, teachers, and staff to view.
 - Manage a Facebook page for the student government in order to promote activities, events, and fundraisers.
 - Organize and publish information about completed activities.
 - Archive all correspondence and resolutions.
 - Communicate agreements and decisions to interested parties in writing.
 - Attend ordinary and extraordinary Student Parliament Meetings.
- Treasurer
 - Collect all income and keep a current account ledger about all financial movements (income and expenses).
 - Turn in all funds to the Administration for deposit into the school's accounts.
 - Inform members periodically about financial movements.
 - Prepare a financial report to share with students.
 - Attend ordinary and extraordinary Student Parliament Meetings.
- Primary School President
 - Take attendance at all Student Parliament Meetings, and maintain the attendance log, together with the Secretary.
 - Attend ordinary and extraordinary Student Parliament Meetings.

- Represent the Primary School in the Executive Committee of the Student Parliament, and share all Student Parliament decisions with the Primary School student body.

Requirements to Run for Student Parliament

- Be a student at AAC for at least one prior academic school year.
- Have Academic grades of B- or higher in each class on the most recent report card.
- Have a citizenship grade of 80 or higher on the most recent report card.
- Have the desire to represent your Class as per the duties and responsibilities described in the Student Parliament Handbook.

Student Parliament Election Process and Change of Powers

1. Students from each grade level select one Class Representative to the Student Parliament at the end of each school year during a class meeting that is published on the school calendar, around 3-4 weeks before the end of the school year
2. Candidates may share their ideas with the Class or campaign only during the day of the elections and only within the guidelines specified by the Director of Student Life and the corresponding Principal(s).
3. Elections are carried out via secret ballot after a process of public nominations (including self-nominations). The vote is won by a simple majority. The voting process is overseen by the grade level homeroom teachers.
4. Results are communicated immediately to the class. Each candidate and quantity of votes is communicated to the class and the Director of Student Life in writing by the Homeroom Teachers.
5. There will be one Student Parliament Meeting before the end of the year for the Parliament-Elect to select the members of the Executive Committee. This meeting is presided by the Director of Student Life.
6. The outgoing Student Parliament leaves their posts on the last day of the Academic School Year. The incoming Student Parliament assumes their duties on the first day of classes of the subsequent School Year under the guidance of the assigned Faculty Advisors.
7. The members of the Student Parliament are sworn into office during the assembly on the first day of school each year.
8. The outgoing Student Parliament is given a recognition during the ceremony of swearing in the new Parliament.

Continued Eligibility, Sanctions and Loss of Credentials

Once elected, members of the student Parliament are expected to fulfill all of the duties of the assigned post as outlined in this Handbook. In addition, the following conditions must continually be met:

- Academic grades of B- or higher in each class on all report cards.
- Citizenship grade of 80 or higher on all report cards.
- No major or severe Disciplinary infractions as per the Student Code of Conduct.
- Comply with the AAC Attendance Policy.

- Comply with the AAC Student Dress Code.
- Maintain a positive recommendation from the AAC Senior Leadership Team.

The procedure for sanctions and loss of Credentials from the Student Parliament is as follows:

1. Verbal warning: applies in casual cases that are considered light violations
2. Written warnings will automatically be issued for:
 - 1st and 2nd unjustified absences from meetings.
 - Continuing to practice behavior already previously sanctioned.
 - Tardiness of the presentation of documents or the Government Plan.
 - Failure to comply with the conditions described above in this Handbook.
3. After 3 Written Warnings, the Student Parliament Representative's Credentials will be permanently revoked.
4. In some cases, with approval from the Director of Student Life, a member of the Parliament may be placed on probation for a period of no more than one month in order to make reparations after receiving a Warning.
5. Temporary or total suspension of Student Parliament Credentials will occur in the case of severe infractions of the Code of Conduct at the Discretion of the Director of Student Life and the corresponding Division Principal(s).
6. Loss of Credentials:
 - Any member of the Student Parliament may be removed from their post if they do not fulfill their duties.
 - Any member of the Student Parliament may be removed from their post if they do not meet the required Academic and Citizenship grade minimums on any report card.
7. In the event that a Student Parliament Representative loses his/her credentials, the corresponding grade level shall hold a new election within two weeks. The new Class Representative shall incorporate to the Student Parliament Immediately and hold office for the remainder of the Academic School Year.

AAC Staff Responsibilities Regarding the Student Parliament

- Director of Student Life: Responsible for supervising all matters related to the function of the Student Parliament.
- Division Principals: Responsible for appointing a Faculty Advisor (1 for Primary and 1 for Secondary) to work directly with students and oversee the weekly Tuesday Parliament Meetings. Also responsible for approving the Annual Plan presented by the Students.
- Faculty Advisors: Responsible for meeting with students on Tuesdays, supervising all Student Parliament Activities, and serving as a support to the students as they develop Leadership skills through participating on the Student Parliament.

4.13. Financial Aid and Tuition Reductions

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.

Tuition reduction may be considered if there is a clear and compelling reason why the student should attend American Academy Casablanca. In such circumstances a tuition reduction may be justified.

All Financial Aid and Tuition Reduction decisions are managed directly by the Executive Board. Please contact the Admissions Department for more information.

4.14. Room Parents and Parent Councils

As determined in the Executive Board Policy 7.030, the American Academy Casablanca seeks to engage parents as an active part of the educational and formative processes of their children. As such, parents are invited to serve as Room Parents, as well as on the Parent Advisory Councils.

4.14.A. Room Parents

Parents are invited to sign up as Room Parents to provide support to AAC in a variety of ways throughout the year. These include helping to arrange events, fundraisers for the Service Learning Program, celebrations, the AAC Fall Festival, and much more. The Teacher/Principal is responsible for overseeing the volunteer work of Room Parents.

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.B. Parent Advisory Councils

There are two levels of Parent Advisory Councils at the American Academy Casablanca: Academic Division Parent Advisory Councils and the Parent Advisory Council to the Head of School.

Academic Division Parent Advisory Councils

Parents are eligible for election to the Academic Division Parent Advisory Councils (PAC) in each Division: Exploratorium, Primary School, Middle School, and High School.

Structure, Roles and Responsibilities of the Academic Division Parent Advisory Council.

1. There will be two representatives per grade level on the PAC for each Division.
2. PAC representatives will be invited to meet at minimum once per month with the Academic Division Principal and other school employees.
3. The PAC serves as a sounding board for potential adjustments to the school's programs, procedures, calendar, activities, etc.
4. The PAC also serves to provide a voice to parents in the corresponding grade level in order to channel communication regarding concerns from the level parents and students.

5. PAC members are expected to represent the views and goals of the entire grade level parents, and must never use their role to advance personal agendas; doing so may result in removal from the PAC without the opportunity for the level to elect an alternate.
6. It is expected that parents on the Parent Advisory Council set the example by serving as an actively involved room parent for their child's class/grade level.

Election and Terms of the Academic Division Parent Advisory Council Members

During the Parent Back to School Meeting at the beginning of each Academic Year, elections will be held for the Division Parent Advisory Council according to the following procedure:

1. The Division Principal will gather parents for a general session during the Parent Back to School Meeting.
2. Nominations will be taken for the Parent Advisory Council for the corresponding Academic Division. Parents must be present in order to be nominated to the PAC. Self-nominations are accepted.
3. Names for all Nominees will be placed in a visible place for all parents to see.
4. All parents who are present at the meeting will be given one blank ballot to vote for the PAC representatives.
5. Voting takes place in secret by writing one name per grade level on the ballot, and the winners are selected by simple majority. Parents may opt to leave a grade level blank, but they may not vote for more than one person per grade level. Ballots that do not meet these criteria will not be counted.
6. Ballots will be collected by the Division Principal, and results will be shared via email to all parents the following day.
7. The term for PAC members is one school year, and the PAC is dissolved on the last day of classes each year. No PAC exists during summer vacation until elections are held the following year.

Parent Advisory Council to the Head of School

The members of the Academic Division Parent Advisory Councils are eligible to serve on the Parent Advisory Council to the Head of School.

Members of the PAC to the Head of School are selected by the Division Principal from among the members of the Academic Division PAC within two weeks of PAC elections each year.

There will be 8 representatives on the PAC to the Head of School, resulting in 2 representatives from each Academic Division. Parents who are interested in having this additional responsibility should contact their Division Principal.

The Parent Advisory Council to the Head of School will meet once each 1-2 months with the Head of School and other Members of the Senior Leadership Team to serve as a sounding board for the school's strategic endeavors, as well as to provide voice to AAC parents with the Senior Leadership Team regarding concerns and areas for feedback.

Like the Academic Division PACs, the PAC to the Head of School is dissolved on the last day of classes each year.

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. This section is intended as an addendum to AAC school-wide policies and practices.

5.1. 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.

5.2. 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.

5.3. 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.