

THE AMERICAN SCHOOL OF MARRAKESH



Building Bridges Between Cultures

Student & Parent Handbook
2015 - 2016

Dear Parents and Students,

Welcome to the American School of Marrakesh.

We believe that co-operation and communication between families and the school strengthen our educational partnership, and are key to the success of our students.

*The **Student and Parent Handbook** is one of the tools we use to improve the flow of information between home and school. It is designed to serve as a guide, explaining the school's policies, procedures and expectations to all members of the community. It is essential that you read it carefully, as a family, and understand all aspects of our operation at ASM.*

Please feel free to contact us if you have any questions or suggestions regarding the content of this booklet. We update it every year and welcome your input.

We look forward to working closely with all of you during the school year.

Yours sincerely,

A handwritten signature in purple ink, appearing to read "Brugnau", with a long, sweeping flourish extending to the right.

*Jean Brugnau
Head of School*

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PART I:
WHO WE ARE

PART I: WHO WE ARE

A. MISSION STATEMENT

The American School of Marrakesh is a multicultural community of learners.

We offer an American-style education with a thorough grounding in the Liberal Arts, Sciences and Technology, and a highly competitive preparation for university acceptance around the world, especially American universities. Our students strive for mastery of English and fluency in Arabic and French.

Our mission is to foster excellence through critical thinking and creativity; build resilience and character; promote responsible, global citizenship; and encourage lifelong learning.

B. BELIEFS

We believe that...

1. Providing a balanced education that emphasizes critical thinking and problem solving prepares students to be successful in university and beyond.
2. Setting high expectations and striving for excellence lead to higher achievement.
3. A healthy and safe learning environment is conducive to learning.
4. Independent and life-long learners are better prepared to adapt to an ever-changing world.
5. Cultivating students' individual talents, interests and abilities enables them to make positive contributions to society.
6. Discovering and developing a wide range of learning skills and strategies increases student potential to succeed.
7. Developing good character prepares students to become caring and responsible citizens;
8. Parent involvement is key to student success.
9. A multilingual education fosters international mindedness.
10. Learning about cultures and celebrating diversity strengthen community.
11. Sharing responsibility for the global community and environment is integral to good citizenship.
12. Successful organizations support their staff personally and professionally.

C. PROFILE OF GRADUATES

A Graduate of the American School of Marrakesh will...

1. demonstrate academic excellence by applying a wide range of skills and knowledge;
2. make reflective and analytical connections;
3. be able to set goals for his/her own learning;
4. self-reflect to adjust performance;
5. apply higher-order thinking skills;
6. maintain an active lifestyle;
7. develop the mindset and skills to actively participate in his/her community;
8. act with confidence and integrity;

9. work collaboratively and take responsibility for his/her own choices and actions;
10. demonstrate respect and appreciation for his/her own and other cultures and beliefs;
11. express ideas and information confidently and creatively across cultures and languages;
12. understand contemporary global issues;
13. be an active listener; and
14. be ready for higher education and beyond.

D. ASM GOALS

To meet its Mission, ASM cultivates an educational environment based on four main principles:

- Striving toward academic excellence
- Developing individual potential
- Acting with good character
- Fostering a global perspective

1) *Academic Excellence*

- We offer a core curriculum of arts and sciences taught in English;
- We expect students to meet or exceed all AERO standards for each grade level;
- We provide opportunities for advanced coursework to those students who are able to exceed the AERO standards;
- We give the opportunity to all students to communicate effectively in Arabic and French and we expect Moroccan students to meet the Ministry of Education requirements;
- We give the opportunity to students who are able and inclined to meet proficiency levels required to pursue higher education in French and/or Arabic;
- We use technology to enhance teaching and learning;
- We create a learning context that encourages students to generate and develop focused questions and methods of inquiry, and to explore and think critically; and
- We expose students to a broad and balanced program to nurture their intellectual, emotional, social, and physical development and to prepare them to become well-rounded individuals.

2) *Individual Potential*

- We prepare students to become independent learners;
- We prepare students to become lifelong learners;
- We prepare students to develop and explore their individual academic and non-academic potential and interests; and
- We support students to reach their individual potential through differentiation.

3) *Good Character*

- We encourage and inspire students to embody the pillars of good character so that they can apply them to all aspects of their lives. The pillars are: Respect, Responsibility, Trustworthiness, Caring, Fairness and Citizenship.
- We challenge students to develop resilience and persistence.

4) *Global Perspective*

- We enable students to understand their own culture and broaden their perspective as they learn about and interact with other cultures.
- We enable students to communicate effectively in more than one language.
- We raise awareness and foster understanding of global issues.

E. EXCELLENCE at ASM

The American School of Marrakesh was founded on several immutable principles, namely respect for classical education, a belief in one's self and the importance of community. These principles have guided us since our founding and are deeply imbedded in the ethos of ASM. While we respect these traditions, it is our goal to provide ASM students with the highest quality of education that will prepare them to be competitive and successful at the university level and beyond.

We believe in the individual abilities of every student, and it is our responsibility to help each child to achieve her/his fullest potential. We understand that students learn in different ways and we do our very best to address a variety of learning styles.

We believe in the academic development of our students, and also in the development of good character: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, Resilience and Persistence are the ethical values that guide our daily decisions. As educators at ASM, we strive to work together with parents to develop children who are dedicated not only to improving themselves, but also to helping others. Opportunities for participation in community service projects are encouraged at both the elementary and secondary levels.

Our values are embedded in the traditions of The Kingdom of Morocco, and draw upon the best aspects of American culture.

F. A BRIEF HISTORY

The American School of Marrakesh was founded in 1995 by Joseph A. McPhillips III, Head of School at the American School of Tangier for thirty-five years. Started as a branch of the American School of Tangier, which had been in existence since 1950, the American School of Marrakesh was intended by Mr. McPhillips to be a model institution, reflecting his personal belief in education and a belief in the Kingdom of Morocco.

Under the early leadership of Joe McPhillips and Mrs. Audrey Riffi, the school opened its doors in rented facilities in a villa with two teachers. It moved in to its present purpose-built facility in stages. The Lower School opened on September 15th, 2001, and the Upper School opened on March 27th, 2002. Adding grades each year, ASM became a vibrant school community that graduated its first senior class in 2008.

Designed by Charles Boccara and landscaped by Madison Cox, the present school facility is a tribute to the enduring nature of a school founded as a dream by Joe McPhillips and nurtured into successful pre-eminence in Marrakech by the combined efforts of teachers, parents, staff, administrators, board members, and friends of the school.

PART II:
GENERAL INFORMATION

PART II: GENERAL INFORMATION

A. CONTACT INFORMATION

You may contact the school using the following:

Phone:	05 24 32 98 60/61
Fax:	05 24 32 81 85
Website:	www.asm.ac.ma
Staff E-mail	For example: John Smith’s email would be: jsmith@asm.ac.ma
Admissions:	admissions@asm.ac.ma
Mail Address:	Route De Ouarzazate, Km 9 - B.P. 6195 Marrakech, 40000
Attendance:	Lower School: higuidre@asm.ac.ma Upper School: velghirai@asm.ac.ma

To report that your child will be absent: Please call or email the School Office (05 24 32 98 60/61) before 9:00 AM. If the school has not been notified of a student's absence during the morning, parents will be called before 12:00 noon in order to confirm the student’s absence.

Please complete the contact information sheet and make sure that we have accurate information to contact you at all times. In addition to your regular mail address, we need your telephone number(s), email address(es) and emergency contact phone number(s). Please make sure that the School Receptionist has up-to-date information in this regard. ***We need to receive this information on Orientation Day or before your child enters class.***

Most information is sent home using email. We will also send some mail via students (Friday envelopes up to Grade 5). ***In emergency situations*** (if the school has to close, for example), we will send SMS messages.

We believe that the best education occurs when there is effective communication and cooperation between the school and home. We value communication with parents and encourage them to keep us informed regarding their experience at ASM. We do encourage them to always follow the “chain of command” and **contact teachers first**, regarding assignments and issues that can best be clarified by the classroom teacher:

B. IMPORTANT CONTACT HOURS

Questions About...	Please Contact:	Title
Academic Issues	Student’s Teacher	Teacher
Lower School	Ms. Danielle Lewerenz	Lower School Principal
Middle School	Mr. Ryan Hetzer	Middle School Principal
High School	Mr. Todd Stiede	High School Principal
College Counseling	Mr. Ryan Hetzer	College Counselor
Guidance Counseling	Ms. Alison Plum	Guidance Counselor
Learning Support	Ms. Sylvie Pinsonnault	Learning Support Coordinator
ASM Admissions	Mr. Mouad Tijani	Admissions Office

Administrative Issues	Mrs. Atika El Idrissi	Executive Assistant to the Head
Tuition Fees	Mr. Rachid Maatalla	Chief Accountant
	Ms. Hanane Iguidre	Administrative Assistant
Issues not resolved	Mr. Jean Brugniau	Head of School

Telephone Messages from parents to students should be restricted to emergencies.

C. APPOINTMENTS WITH TEACHERS

Parents who want to speak with their child’s teacher(s) should arrange a meeting time through the School Office. *They should refrain from trying to discuss their issues without appointment, particularly in the morning, as teachers are busy supervising their students and preparing for the day.*

D. SCHOOL HOURS

ASM operates on a trimester system. The academic day begins at 8:15 AM and ends at 3:35 PM. Extracurricular activities begin at 3:45 and end at 4:25.

1) School Opening

The opening hours of the school gates are as follows:

Lower School Gate: 08:00 - 08:30
 03:30 - 03:50

Upper School Gate: 08:00 - 08:30
 03:30 - 03:50

Front Gate: 24 hours a day

Both teachers and assistant teachers report to their classrooms no later than 8:00 AM.

2) Daily Schedule: Grade PreK-12

Homeroom	8:15 – 8:20
First Period	08:20 – 09:10
Second Period	09:15 – 10:05
Morning Recess	10:05 – 10:20
Third Period	10:25 – 11:15
Fourth Period	11:20 – 12:10
Lunchtime	12:10 – 12:50
Fifth Period	12:55 – 1:45
Sixth Period	1:50 – 2:40
Seventh Period	2:45 – 3:35
After-School Program	3:45 – 4:25

* *The school day in the Upper School starts at 8:20 AM.*

Pre-Kindergarten classes (KG0 – KG1) have their own schedule: They start classes at 8:15 AM and finish at 2:00 PM.

KG1 now holds an optional after-school program from 2:15 to 3:35 PM. Parents who would like to keep their children until 3:35 PM must complete the appropriate forms in the Lower School Office.

E. SCHOOL ADMINISTRATION

Head of School

Reporting to the Board of Trustees, the Head of School is responsible for the effective operation of all aspects of the school's programs. Parents and students who have any questions or concerns relating to the general operation of ASM, or matters pertaining to academic life should contact the Head of School. He chairs meetings related to Curriculum and to school operations.

The Head of School is responsible for the success of parent and student organizations, clubs, publications, student advising, and other educational activities. He works with the School Community so that life at ASM reflects the school's values and commitment to diversity and respect for others.

He oversees the scheduling of classes and the successful advancement of students through ASM and onward to college.

For administrative tasks, the Head of School is assisted by an *Executive Assistant*.

Assistant Head

Reporting to the Head of School, the Assistant Head provides leadership in the implementation of the School's Mission, and in the achievement of its goals and objectives.

The Assistant Head:

- Works closely with Division Principals to ensure a smooth functioning of each of the school's divisions
- Works closely with the Curriculum Director to oversee the development and implementation of the curriculum, within the guidelines of the school's accrediting organizations
- Oversees the completion of the self-study process towards accreditation by the Middle States Association
- Leads the development and implementation of a Supervision for Growth process for all teaching staff
- Oversees, in collaboration with the Admissions Director, the development and implementation of policies and procedures, and assists in the recruitment process
- Oversees, in collaboration with the Human Resources Coordinator, the development and implementation of policies and procedures, and assists in staff recruitment
- Leads specific projects as assigned by the Head.

Curriculum Coordinator

The Curriculum Coordinator is responsible for helping to build the curriculum, develop assessment strategies, conduct and coordinate professional development, observe student learning activities and collaborate with teachers on their instructional practices.

The Curriculum Coordinator also assists with teachers' design of standards-aligned unit and lesson plans. She works to ensure alignment between the Lower School, Middle School and High School programs. She works on researching innovative pedagogical techniques and instructional resources. She works directly with teachers to help them build a rigorous and engaging program that aligns with the curriculum standards across the grade-levels in order to maximize students' learning. For any questions about the curriculum, please contact the Curriculum Coordinator.

Division Principals

The Division Principals are responsible for the proper functioning of their division. They work closely with the Head of School, the Assistant Head to see that the administrative needs of their division are met and that it is functioning in an effective and efficient manner. Division Principals develop schedules, meet with faculty members and parents, and oversee discipline in their division

Parents and students who have any questions or concerns related to the general functioning of their division, or matters pertaining to academic life in Grades 6 to 12 should contact the appropriate Division Principal.

Division Principals report directly to the Head of School.

Homeroom Teacher

Each grade (From KG0 to Grade 5) has a homeroom teacher who supports students in meeting the expectations of the school and guides them through their time at ASM. The homeroom teacher organizes the taking of daily attendance, helps with the coordination of class meetings and grade-specific issues as they arise, assists in communications among grade-level teachers, acts as a substitute teacher when necessary and sponsors at least one extracurricular activity during the school year.

Accountant

The Accountant is responsible for the fiscal management and control of the school, the purchasing of supplies, and financial matters such as the collection of Tuition Fees and payroll. Parents and students are asked to respect the integrity of the Business Office and to attend to all their financial obligations so that the needs of the school and its students are met in an orderly and efficient manner, and within budgetary allowances.

IT Coordinator

The IT Coordinator is in charge of the Information Technology Department and works very closely with the school's administrators to implement the school's IT mission and vision.

Executive Assistant to the Head

The Executive Assistant to the Head assumes secretarial and other administrative tasks for the Head's office (Correspondence, appointments, communication with parents, students, staff and other members of the community, etc.). In addition, the Executive Assistant assists with student records and coordinates the administration of SAT and ACT tests, field trips, special events and the graduation ceremony.

Guidance Counselor

The Guidance Counselor works very closely with the administrative team to support students in the areas of academic achievement, personal/social development and career development.

Learning Support Coordinator

The learning Support Coordinator leads a team of specialists who work with students to support them with their academic achievement and social and personal development.

College Counselor

The college counselor works with students and their parents to assist them with college search and admission process. S/he holds informational sessions with students and parents and organizes university presentations.

PART III:
ACADEMIC AFFAIRS

PART III: ACADEMIC AFFAIRS

A. CURRICULUM

Students are exposed to a broad and balanced program to nurture their intellectual, emotional, social and physical development, and to prepare them to be well-rounded individuals. Our students apply knowledge (content and skills) that they have acquired to make connections with big ideas within and across disciplines.

The school has adopted the AERO Standards for the Arts, Language Arts, Mathematics, Music, Science and Social Studies. AERO (American Education Reaches Out) is a project of the U.S. State Department's Office of Schools Overseas, which assists American schools around the world in developing and implementing a standards-based curricula. The Physical Education and Information Technology and Communications Departments have adopted the standards developed by the national subject-area organization in the United States, as compiled by McRel (Mid-continent Research for Education and Learning). The KG unit has adopted developmental standards from California and Colorado to supplement our Early Education program. These standards are the basis for building our academic programs.

ASM teachers develop units of study using the Understanding by Design Framework, which facilitates the alignment of standards, assessments and instructional plans. The goal of these carefully planned units is to foster deep understanding of content and the ability to apply well-developed skills. The development of the curriculum is a dynamic and on-going process; currently, the school is in the process of electronically archiving the curriculum in the school's Rubicon Atlas Site.

Foreign Languages at ASM are considered core curriculum areas. Standard Arabic is taught in Grades K-12, while French is taught in Grade 2 through 12. The foreign languages curriculum framework is a result of collaborative efforts of the foreign languages teachers. In order to accommodate students' different and varying linguistic abilities in Arabic and French, ASM offers two or three levels at each grade level.

Study of Moroccan culture, history and society is a deliberate focus in the curriculum. In several units across the grade levels, students explore themes and big ideas teaching them about their environment, culture, and history.

For more information regarding our curriculum, assessment cycles, unit planning, resources and other curriculum-related information please contact the Curriculum Coordinator.

B. ASSESSMENT

Children have a wide range of talents and abilities as well as different learning styles. Teachers work with students to help them develop to the best of their abilities, and reach their full potential. By using a variety of assessment techniques, teachers are able to give a clear picture of each child's development and learning. The methods they use include observation, student interviews, class discussions, projects, presentations, and traditional tests.

When a High School student fails a course or receives a D+, D, or D- for the year, s/he may not be allowed to advance to the next level in that subject. In certain cases, s/he may be allowed to attend a summer course, approved by the Head of School. Under normal circumstances, a student receiving an “Incomplete” mark must finish all work so that a final grade may be given at the end of the next marking period. A student given an “Incomplete” mark at the end of an academic year must finish the work for a final grade to be entered before the next academic year begins.

C. FINAL EXAMINATIONS

Final examinations for Middle School students in Grades 6 to 8 are held once a year in June after regular classes have ended and weigh 10%, whereas High School students take final examinations twice a year, in December and in June. High School exams weigh as follows:

December	10%
June	20%

Important: High School students (9-12) may opt out of the final exam in any subject area if they have a standing grade of 90% and plus by the end of the school year.

Final examinations will be given in the following areas:

1. Arabic
2. French
3. Social Studies
4. Science
5. English
6. Mathematics

Any student who misses a final examination will be required to schedule a makeup exam in order to receive a final grade in the subject.

D. ELECTIVES

We offer a wide range of elective courses. In Grades 6-9, students will take music, art, and computer classes for one trimester each in addition to Physical Education three times a week. Students in Grades 10-12 have an even wider range of choices as they prepare for university and their future. These choices may be AP (Advanced Placement) courses. AP courses allow students to demonstrate that they are prepared for university level courses and are very important in the college admissions process. There are also specialized elective choices in Art, Music, Physical Education, and more highly specialized focused classes within the core disciplines of Science, Math, English, and Social Studies.

E. REPORTING SYSTEM

1) Lower School

In KG0, a detailed report card is sent home in February and again in June. In Grades KG1 - 5, report cards are sent home three times a year and these include grades from all subject areas included in a student's schedule.

a) Pre-Kindergarten

Stages of Development

I	Integrating	Demonstrating the standard frequently at high level
B	Building	Continuing to develop proficiency of the standard
D	Developing	Developing abilities to meet the standard
E	Exploring	Exploring the Standard
N/A	Not Applicable	Not Assessed or Covered at the Moment

b) Grades K-5

Levels of Performance		
E	Exceeds Proficiency	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses expectations.
M	Meets Proficiency	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets expectations.
AP	Approaching Proficiency	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches expectations.
B	Below Proficiency	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls below expectations.
N/A	Not Applicable	Not Assessed or Covered at the Moment

2) Upper School

Report cards are given out at the end of each trimester. Parents must sign and return their child's report card to the Upper School Office.

Levels of Performance		
A Excellent	A+ (97 - 100) A (94 - 96) A- (90 - 93)	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses expectations.
B Very Good	B+ (87 - 89) B (84 - 86) B- (80 - 83)	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets expectations.
C Satisfactory	C+ (77 - 79) C (74 - 76) C- (70 - 73)	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches expectations.
D Passing	D+ (67 - 69) D (64 - 66) D- (60 - 63)	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls below expectations.
F Unacceptable	The student has not demonstrated the required knowledge and skills.	

F. PARENT-TEACHER CONFERENCES

Parents are invited to a parent-teacher conference twice during the school year (October & February) to discuss their child's progress as well as his/her behavior. In the event that a student is not performing at an acceptable level, the teacher will alert the student and her/his parents to the need for improvement before the official report card is issued. *It is very important that one of the*

parents attend both conferences during the school year. Only parents or legal guardians of the student will be considered as parent representatives at these conferences. If parents cannot attend their child's conference, they should schedule a make-up parent-teacher conference at their earliest convenience to discuss their child's progress. Report cards are sent home three times a year and include grades from all subject areas included in the students' schedules.

G. PREPARATION for PSAT and SAT

The ASM curriculum is an excellent preparation to standardized tests for any student who works conscientiously. All tenth grade students write the Preliminary Scholastic Aptitude Tests (PSAT) in October. This examination is designed to prepare students for the American college entrance examination, the SAT Reasoning Test. Students in the eleventh grade and their parents will receive timely advice on sign-up for the SAT and subject area tests. There are several online resources as well as books that can be ordered to assist students in their preparation for the SAT.

H. ACADEMIC COUNSELING (6-12)

We strive to enable all students to work to their highest potential, to have them join in the intellectual opportunities of the educational community, and to become independent learners. To this end, the Guidance Counselling Office works very closely with our staff and faculty to support students who experience difficulty.

Our help and support are offered with the understanding that students try to perform successfully in a competitive academic environment and are motivated to learn. Requirements in the Upper School involve challenging courses, and resources may not be available to serve students who cannot meet our demanding reading, writing and other expectations.

A report card containing three C-s, or lower, will trigger an academic counseling meeting between the Division Principal, the teacher(s) involved, the student, and his/her parents. This conversation will be documented by the Division Principal and will propose a specific plan for remediation.

Academic Probation

An unsatisfactory grade record, for students in Grades 6 -12, is defined as one F, two D's, or lower. Students who receive an unsatisfactory report at the end of a trimester will be placed on "Academic Probation" for the next grading period (trimester). If the student's record has been unsatisfactory for two trimesters in a row, the case will be reviewed by the Academic Council, and the student may be required to repeat the school year or withdraw from ASM.

I. GRADUATION REQUIREMENTS

In order to graduate from ASM, a student must satisfy each of the following requirements. **28**
Credits are required for Graduation:

English	4.0
Math	4.0
Science	4.0
History	4.0
Foreign Language	8.0
Physical Education	1.0
Electives	3.0

In addition, each graduating senior will need to have documented community service activities in order to graduate. Starting in 2015-2016, each freshman student (Grade 9) will be required to accumulate 40 hours of documented community service in order to graduate from ASM. Certain activities will be made available to students through ASM, but students may also seek out their own community service opportunities. The manner in which community service activities will be documented and approved will be shared in a separate document.

J. HONORS & AWARDS

The school offers academic awards in each subject area as well as the *Jardins Majorelle Award* and the *Joseph McPhillips Scholarship* to graduating students. A member of the senior class is nominated each year to offer a commencement address at the Graduation ceremony.

K. HOMEWORK

Homework is meant as a way for students to reinforce what they have learned in the classroom.

ASM believes that homework is of pivotal importance in reinforcing what students have learned in the classroom and in developing habits that are conducive to healthy and successful learning. Homework helps students understand and enhance their level of achievement in any given academic subject.

Here are a few benefits of homework for students and their families:

- Homework provides opportunities for extensions of learning and developing creativity.
- Homework gives students another opportunity to review the class material.
- Homework teaches students about:
 - *Time management and the setting of priorities;*
 - *Taking responsibility for their part in the educational process;*
 - *Working independently;*
 - *The importance of planning, staying organized and taking action.*
- Homework helps teachers determine how well lessons are being understood by their students.
- Homework gives parents a chance to see what is being learned in school.

Depending on their grade level, students will be assigned homework based on the following guidelines:

Recommended Homework Minutes Per Level	
K - 1	30 - 60 minutes <i>per week</i>
Grades 2 – 3	60 - 90 minutes <i>per week</i>
Grades 4 – 5	30 - 60 minutes per day
Grades 6 – 8	60 - 90 minutes per day
Grades 9 – 12	90 - 180 minutes per day

No homework shall be assigned on Fridays to be completed for Monday in the Lower School (except Independent Reading). In the Lower School, teachers will have students use a homework notebook to copy homework and will also post the same information on their class website.

At the high school level, students are expected to spend time reviewing information, reading, writing, and completing projects. Each teacher will provide students and their parents with written

information regarding her/his homework policy for each class and will communicate and explain homework to students in a timely manner.

No assignments will be scheduled over religious holidays or over winter and spring holidays.

Teachers will communicate among themselves to avoid giving more than one major examination on the same day. They will do the same for major papers and projects.

L. EXTRA HELP & TUTORING

ASM teachers are required to offer extra help after-school hours (between 3:45 and 4:30) at no cost. Please ask your child's teacher about the day and time extra help is held.

Faculty members are readily available after school to assist students needing extra help. In special circumstances, after a thorough review of the situation, the school may recommend external tutoring in specific subjects. Teachers are prohibited from tutoring students who are currently enrolled in their classes and from tutoring during school hours. We ask that parents coordinate tutoring through the appropriate Division Office.

M. ACADEMIC INTEGRITY

We trust our students to act with honesty and integrity at all times, and we will support them to the best of our ability so that they make appropriate decisions. If a student breaks that trust, there will be fair and consistently enforced consequences.

Cheating, copying, plagiarizing, passing notes, talking during tests and receiving unauthorized help are all considered serious infractions, which may result in suspension. Repeated instances of cheating or academic dishonesty may result in the student being permanently removed from ASM.

One of the most serious breaches of academic integrity is plagiarism: the passing off of another person's ideas, overall argument, or actual words as one's own work. In schools and colleges, plagiarism can lead to dismissal or expulsion, not only because it signifies a failure to complete one's own assignments, but mainly because it undermines the academic integrity, trust, and honesty within the educational community.

The most common forms of plagiarism are:

- Using actual words from an article or critical source without giving credit
- Paraphrasing the ideas of an authority without giving credit
- Blending one's own ideas with those from an outside source without giving credit.
- Submitting all or part of a computer program written or designed by someone else.

Students are responsible for giving due credit to the source of ideas in a footnote or in an explicit written reference. They should always provide full citation information (identifying the source of the ideas or words) for any material from the Internet, discussion lists, online databases or other online resources. Software, many music and image files on the Web, text on Web sites and Internet databases are copyright protected, and permission from the author may be needed in order to use the work.

When in doubt about the appropriate use of a source or about methods of incorporating outside ideas, students should consult a teacher or a librarian. A detailed statement on plagiarism is included in class syllabi.

N. LIBRARY

The ASM Library is open daily from 08:15 to 04:25 for use by Faculty, Staff and students. Only Upper School students and Faculty may use the library during lunchtime and after school.

- Grades KG3 to Grade 5 have a weekly book checkout, which includes “Story Time” or a library lesson, depending on the need.
- Upper School students use the library in an “ad hoc” fashion and when required by their subject-area teachers. Upper School students are encouraged to use the library independently during breaks, lunchtime or after school.

Library books are returned to the library during the first period on the day of their scheduled visit, so that they may be processed and re-shelved prior to class visits later that day. Students in Grades KG3 to 5 are allowed to check out 2 books at any time, for up to a week at a time. If a student fails to return his or her books more than twice in any one term, he or she will lose library privileges for the remainder of the term.

While in the library, students are expected to treat library materials and each other with respect, and to maintain a level of decorum suitable to the library.

PART IV:
STUDENT LIFE

PART IV: STUDENT LIFE

A. ADMISSIONS

The American School of Marrakesh is open to all students who have the ability to successfully participate in our program regardless of their nationality, religion, or race. ASM cannot admit students who have special learning needs or behavioral problems that require special attention in the form of an alternate curriculum and/or a special aid in the classroom. If a learning disability is diagnosed later on and the school determines that it cannot meet the needs of the learner, alternate schooling arrangements might need to be found.

B. PRE-SCHOOL REQUIREMENTS

All students admitted to our KG program (KG1-KG3) must be potty trained and must be able to separate from their parents with minimal disruption to the class. Students who are not potty trained or who have difficulty separating from parents will be asked to stay at home until they are ready.

C. GRADE PLACEMENT

The American School of Marrakesh firmly believes in placing students in their developmentally age-appropriate groups. Progress for newly-enrolled students is monitored very closely by the teachers in collaboration with the administration. While ASM strongly believes in keeping students in their developmentally age-appropriate grades, we recognize that a few students can be quite advanced in some areas of the curriculum. These students are given many opportunities in the classroom through differentiated instruction, which allows them to nurture their talents and skills further in those areas of the curriculum.

Grade skipping requests are reviewed by an educational team comprised of teachers and administrators to determine if skipping has the potential to be beneficial to the student. Any placement concerns should be directed to the appropriate Division Principal.

D. CLASS LISTS

Every year, ASM will reshuffle class lists to create dynamic and balanced classes. The process is undertaken by the teachers and it takes into account various educational criteria: academics, native tongue, gender, leadership, behavior, to name only a few. The new school year class lists will be shared with parents on the first day of school after the summer break and no information shall be given prior to this date. Parents who have a very strong reason for placing their child in a specific grade level section may forward their request to the administration in writing. However, there is no guarantee that such request will be honored. Students will be placed in classes where the educational team believes they are most likely to thrive and reach their fullest potential.

E. ATTENDANCE

The school day begins at 8:15 AM. Students are required to attend *all* classes. We ask parents to refrain from removing their children from school, except in cases of emergency. *ASM does not condone any absence due to a student leaving early or returning late from vacation. Students will not receive assistance from their teacher to catch up on work missed in those circumstances.*

Any student who has to miss a class during the school day for any reason other than illness *must* receive permission *in advance* from the appropriate Division Principal; such permission will be granted only in the most pressing cases. Parents must notify the school by phone or in writing at least one day in advance for any appointments (medical, dental, VISA or passport paperwork, etc.) Students who miss classes or other required school functions without a proper excuse will face disciplinary action.

F. EARLY DEPARTURES

In the case of illness, a student should see the School Nurse or the appropriate Division Principal who will determine whether or not the student should go home. A student leaving school before the end of the day, for any reason including illness, must sign out in the School Office. The appropriate Division Principal will give final clearance for early dismissal and keep records of early departure.

G. LATENESS

Students arriving late to school must go immediately to the designated office to sign in, before proceeding to class.

Students are expected to be at their desks when a class period begins. Those who are repeatedly late to class undermine their own learning, disrupt the learning of other students and develop behavior patterns that are undesirable in school, and later at work. Repeated lateness will be dealt with strictly by the child's teacher(s) and by the student's respective Division Principal.

If a student arrives after 8:45AM, s/he will not be permitted to attend classes until or unless a parent has called the receptionist or the Division Principal to explain the late arrival. If a student is to arrive after 10:30AM on any given school day, s/he must receive permission one day in advance from the Division Principal. Without this prior permission, a student will not be allowed to enter campus after 10:30AM.

H. HALLWAY PASS

It is essential that students be present in class for every instructional moment. However, they need to leave their class from time to time to go to the bathroom, to go to the library, to the nurse, etc.

To ensure the safety of students and to avoid misbehavior in hallways, we have adopted a "Hallway Pass" system.

Whenever a student has to leave his/her class, s/he has to get a hallway pass from his/her teacher (except during designated class change times). S/he needs to return the pass to his/her teacher upon return.

Any employee who meets a student in a hallway during class time is asked to check if the student has a pass: if the student does not have one, s/he will be taken to the coordinator's office for verification of the situation.

Lower School Student Tracking

KG0 – KG2: students are self-contained (bathrooms and nap room are all in the same space). Students needing a nurse are always accompanied by an assistant. If the classroom does not contain a bathroom, students are then accompanied by an assistant when they leave the classroom.

Small board/laminated sheet and bathroom pass: Whenever a child goes to the bathroom they take the pass and write one in their respective column that corresponds with the period.

Chart (in class, absent, bathroom) with clothes pins with student names and the pins are moved to reflect student whereabouts

Verbal - must ask teacher and be granted permission to leave for the bathroom (any other location and student will be accompanied by Assistant). Only one boy or girl may be gone at one time. KG students who have to leave their class during class time are always accompanied by the class Teaching Assistant.

I. UPPER SCHOOL ABSENTEEISM POLICY

When a student is absent, s/he loses the benefit of class interactions and of the courses given by his/her teachers, which affects his/her school performance. In most cases, the absence of a student disrupts the class, group and laboratory activities as well as other students' presentations.

For one sick day, or in case of a family emergency, a student must bring a note from his/her parents.

Any parent note must meet the satisfaction of the administration (i.e. signature, validity of the reason).

All medical certificates and notes from parents should be turned in to the appropriate Division Principal directly.

For two or more consecutive sick days a student needs to bring a Medical Certificate and a note from his/her parents; these need to be presented on the day the student returns to school.

After a total of 10 days of absence, each absence will have to be justified with a Medical Certificate and a note from the student's parents (whether there was a test or not when the student was away).

- If the absence is not justified as indicated above, the student's term average will be reduced by 1% for each day of absence.

If a student is absent for more than 17 days (10% of the school year), the student's term average mark will be reduced by 1% for each day of absence, even if the absence is justified by a Medical Certificate or a parent's note. In addition, s/he runs the risk of not receiving his/her credit. S/he may be asked to repeat the year or do extra work during the summer.

If a student is absent for more than 34 days (20% of the school year), s/he will not be given his/her credit and will have to repeat the year.

In cases of extraordinary circumstances, the case will be dealt with individually with the student's parents.

If a student is suspended, his/her term average in each subject will be reduced by 1% per day, up to 7%.

If a student misses a test, s/he has to take it the day s/he returns to school or as soon as his/her teacher is ready.

- If the absence is justified, the student will receive the mark s/he deserves.
- If the absence is not justified, the mark the student would deserve will be divided in half.

J. ASSIGNMENTS & CLASS NOTES

A student absent from school is responsible for all assignments and notes for the day(s) on which s/he is absent. *Assignments made ahead of time will be due upon the student's return to school. If a student misses in-class work, his/her teacher will decide how s/he can make up any work done during class time.*

K. MAKE-UP TESTS

Make-up tests should be taken the day of the student's return to school after an absence. It is the responsibility of the student to request a make-up testing time. The test will be scheduled at the teacher's discretion. In the Lower School, the homeroom teacher will arrange for make-up tests and will communicate this information to the student and his/her parents accordingly.

L. EXTRA-CURRICULAR ACTIVITIES

Clubs and after-school activities are important opportunities for students to pursue their special interests and develop specific skills. Club offerings may vary from year to year. All Clubs must be approved in advance by the Head of School and require an adult adviser. Students participating in a club or sport will need to arrange for proper transportation before the school day begins. Once enrolled in an after-school activity, regular attendance is mandatory and any absence must be justified. Any student failing to attend his/her chosen activity on a regular basis will be removed from the activity for the remainder of the session.

M. COMMUNITY SERVICE LEARNING

Students are required to participate in community service activities during each of their high school years. Younger students will also be given opportunities to contribute to their community in appropriate ways.

Community Service is a part of each graduating ASM student's requirements. Please see Graduation Requirements.

N. STUDENT LEADERSHIP

The Upper School, Middle School and Lower School Student Councils are excellent vehicles for the development of leadership skills.

The councils are made up of students elected from specific grades. They meet:

- To discuss matters of general interest to the student body,
- To plan student activities and events. Each group is supervised by faculty sponsors.

O. LUNCH

Parents are encouraged to provide their child with a balanced, healthy lunch. In the Lower School, this lunch should be provided in a lunchbox labeled with the child's name and grade.

The following items may not be brought to school:

- Chewing gum and candy
- Soda
- Glass containers of any type

P. BIRTHDAYS

Lower School students may celebrate their birthday in school. Please refer to the following guidelines:

- Classroom birthday parties must be scheduled at the end of the school day.
- Classroom birthday parties must be limited to 50 minutes (one full period).

For birthday parties taking place outside of school, teachers may agree to distribute invitations in the classroom only if all of the students are invited. If such is not the case, the teacher will ask the family to distribute invitations outside of school.

PART V:
HEALTH POLICIES

PART V: HEALTH POLICIES

A. GENERAL HYGIENE

ASM strives to create a hygiene-friendly learning environment for the community. Improved hygiene practices are stressed daily and are monitored closely. We act upon feedback from families and teachers to provide the healthiest learning environment possible. Hygiene is informally talked about and is deliberately taught during class time.

B. ANNUAL PHYSICAL EXAM

The School recommends that each student have an annual physical exam. A record of this examination should be submitted to the School Nurse or the Head's Executive Assistant before the beginning of each academic year.

All families must provide an up-to-date immunization record of their child.

C. ILLNESS

Children who are ill should stay at home until they feel better. Students are not allowed to attend class if they have a fever, are vomiting, or have diarrhea. Students who show these symptoms will be removed from class and sent home. They must be free of symptoms for at least 24 hours before they return to school. In case of a contagious illness, students must be free of symptoms for at least 24 hours before they return to school.

D. MEDICATIONS

If a student needs to take medications during school hours, it must be given directly to the homeroom teacher or the School Nurse.

At the Elementary School Level, the School Nurse will administer all prescription and nonprescription medications. The teacher or the assistant teacher may administer medication in the KG classes provided that the parents submit specific instructions to the teacher in writing. Upper School students should present their medication to the School Nurse.

Medication must be given to the teacher or the School Nurse in the original packaging (from the pharmacy) with specific instructions on the label. Both prescription and nonprescription medications must be accompanied by a note, signed by the child's parent, clearly stating required times and dosages. Students are responsible for seeing the teacher or the School Nurse in order to receive their medication.

E. INFIRMARY

Students wishing to see the nurse must be issued a written note or a pass from their teacher. The only times where students may go to the Infirmary without a note are morning recess, lunchtime and after-school.

F. SUBSTANCE ABUSE POLICY

Working collaboratively with parents, our goal is to protect and educate all students, and to identify those students who experience difficulties in order to help them. However, possession, use,

promotion, distribution, or sale of drugs or alcohol while at school, or while engaged in or attending a school function, will not be tolerated. Those violating this policy may be asked to leave the school.

Where there is suspicion of drug or alcohol use, the School will notify the student's parents. The School may also search the student's belongings and/or require the student to undergo drug testing (The latter with his/her parent's written consent).

All types of smoking, including electronic cigarettes, are considered serious discipline issues. Any cases involving students in possession of cigarettes and/or smoking will be referred to the school's Discipline Committee.

G. COMMON HEALTH ISSUES IN SCHOOLS

Head Lice

The spread of head lice in schools can be a serious problem. Control of head lice depends on prompt diagnosis and effective treatment. Your help in inspecting your child's head at least weekly throughout the school year for the presence of head lice would be greatly appreciated. The school will examine students' heads on a regular basis throughout the school year. If your child is diagnosed with head lice, the family must, when notified, send someone to collect the child from school immediately. The child may NOT return to school until s/he is treated, meaning that his/her head must be free of all lice and viable nits (eggs). Your child's head will be checked a last time by our nurse before s/he is admitted to class.

Since head lice spread from one person to another through contact, the student's entire family should be inspected for head lice. For information on how to treat your child's head lice infestation, please consult your family physician or a local pharmacist.

Pink Eye (Conjunctivitis)

Pink Eye is an inflammation or infection of the transparent membrane (conjunctiva) that lines your eyelid and part of your eyeball. Inflammation causes small blood vessels in the conjunctiva to become more prominent, which is what causes the pink or red cast to the whites of your eyes.

The cause of Pink Eye is commonly a bacterial or viral infection, an allergic reaction or — in babies — an incompletely opened tear duct.

The most common Pink Eye symptoms include:

- Redness in one or both eyes
- Itchiness in one or both eyes
- A gritty feeling in one or both eyes
- A discharge in one or both eyes that forms a crust during the night
- Tearing

When to see a doctor: Make an appointment with your doctor if you notice any signs or symptoms you think might be pink eye. Pink Eye can be highly contagious for as long as two weeks after signs and symptoms begin.

Please follow doctor's recommendations exactly. Children will need a doctor's note, stating that they are no longer contagious, in order to return to school.

With an early diagnosis you can protect people around you from contracting pink eye, get treatment to help you cope with your symptoms and reduce your risk of complications.

PART VI:
CODE OF CONDUCT

PART VI: CODE OF CONDUCT

UPPER SCHOOL (Grades 6 to 12)

A. PHILOSOPHY

We believe that every ASM student has the right to a safe and pleasant learning environment, free from ridicule, intimidation, and bodily harm. Behavior that denies anyone these rights is unacceptable in the ASM community.

- Students have the responsibility to behave respectfully and appropriately at all times.
- Staff and Faculty members are responsible for helping all students meet these expectations.
- Parents support the school in its effort to enforce the Code of Conduct.

ASM students will grow to be independent, respectful, responsible and caring individuals if we guide them to understand and act upon the pillars of character through regular feedback and positive reinforcement.

B. EXPECTATIONS

ASM seeks to ensure excellence in the academic and formative education of its students and it insists that students adhere to high standards of personal conduct. Students, supported by their families must strive to adhere to the written rules that are defined and upheld by Faculty, Staff and Trustees.

ASM expects the following of students:

- To be courteous, understanding, and caring
- To value the opinions and feelings of others
- To appreciate individual differences, including race, gender, and religion
- To be honest and responsible in academic and social endeavors
- To refrain from violence
- To promote health and safety
- To respect others and their property.

Harassment is unacceptable at any time: harassment may relate to religion, race, age, ethnicity, or gender.

The term “sexual harassment” refers to sexual advances, requests for sexual favors, or physical and expressive conducts of a sexual nature that are unwanted and uninvited.

A student who feels that s/he has been harassed should immediately report the situation to his/her homeroom teacher, his/her Division Principal, the Assistant Head or the Head of School. After consultation with the student, the School will determine how to handle the matter.

Minor disciplinary matters are handled in a standard and consistent fashion by the classroom teacher, the appropriate Division Principal. They generally include, but are not limited to attendance, lateness, violation of the dress code or other policies, and the use of electronic devices.

Major incidents include, but are not limited to theft, plagiarism, cheating, violent behavior, fighting, disruption of school activities or classes, or harassment. Such incidents, as well as repeated offenses may be referred to the Discipline Committee. The Committee (that will include Faculty members from both divisions) will meet to hear the complaint brought against the student, to hear the student, the victim(s) when appropriate, and possible witnesses. The student's parents may also be given the opportunity to appear in front of the Committee.

The Committee will make a recommendation as to appropriate follow-up to the incident and consequence(s) for the student(s) involved.

Based on the Committee's recommendations, the Head of School and the school's administration will make a final decision.

Incidents that occur outside of school or outside school hours are the responsibility of the children's parents, unless the incident affects the student's behavior or work in school, other students or the school's reputation. In such cases, the school reserves the right to intervene and refer the matter to the Discipline Committee so that it reviews the situation.

The School will provide the student and his or her parents with a letter summarizing the facts, an assessment of those facts, the sanction levied, and its implications. A copy of this letter will be placed in the student's confidential file in the Head's office.

Disciplinary matters are communicated to colleges and universities during the application process when these institutions request such information.

C. INFRACTIONS & CONSEQUENCES

Infractions of the school's code of conduct may lead to the following:

Reprimand

A reprimand is verbal and may involve a visit to the appropriate Division Principal's office.

Warning

A "warning" is either verbal or written, and is recorded by the school.

Detention

Detentions may be assigned by any teacher or administrator to any student whose behavior represents a serious infraction to the Code of Conduct.

- Detentions assigned by a teacher will be served during the lunch period the day it was issued or the next school day. During this lunch detention students are expected to bring work so that after they eat they have something to occupy their time. The lunch detention environment will be silent and students will need to remain in the room for the full lunch period.
- With each detention, the child's teacher will notify parents via phone or e-mail

Repeated detentions will result in the following:

- Six detentions over the course of the school year will result in a meeting with the appropriate Division Principal, student, and at least one parent to review the cause of the detentions and officially register the school's concern with the student's behavior.

- Six additional detentions during the school year will lead to a mandatory suspension. At this point, the Discipline Committee will meet and make recommendations to the Head of School and the Division Principal as to any further consequences, and to recommend a plan of action for modifying the student's behavior.
- Additional behavior concerns will cause the administration to review the student's ability to remain at the school.

Suspension

A suspension is the interruption of a student's time in the classroom, ordinarily lasting a minimum of one day. It may be served at home or in school, depending on the decision made by the Division Principal or the Head of School. A suspension is often accompanied by an exercise in reflective writing, supervised by parents or teachers. It can lead to a period of probation.

Two suspensions will require a mandatory meeting with the student's parent(s), the Division Principal, and the Assistant Head of School; after a third suspension within a trimester, the school will conduct a comprehensive review of the student's standing at ASM to determine his/her ability to remain a member of the ASM community, and if so, under what conditions.

In School Suspension

An in-school suspension requires that the student come to school, but s/he will not take part in regular school activities. The student will be in an office or classroom away from his/her peers. Classwork or extra work will be brought to the students by his/her teachers.

Alternative Consequences

In some cases, students may be required to fulfill alternative consequences as a result of poor choices or behavior. This could include but is not limited to a presentation requirement to younger students, school service with younger students at lunchtime, writing an essay, etc.

Behavioral Contract

If a student exhibits continued misbehavior in a particular area or in an overall manner, he/she may be asked to agree to a behavioral contract stipulating an agreement between the school, student, and family as to the conditions in which the student must abide by in order to avoid further and more serious consequences in the future.

Probation

Probation is a stated period, usually a trimester or more, during which the student's behavior or academic performance are closely monitored. If, during the period the student violates our expectations or standards, consequences may apply, including temporary or permanent withdrawal from the school.

Temporary withdrawal

Serious or repeated infractions to the Code of Conduct may lead to a temporary (up to a year) withdrawal from the school.

Separation

In more serious cases, a student may have to leave ASM with no possibility of returning.

LOWER SCHOOL (Pre-K to 5)

A. PHILOSOPHY

We believe that every ASM student has the right to a safe and pleasant learning environment, free from ridicule, intimidation, and bodily harm. Behavior that denies anyone these rights is unacceptable in the ASM community.

- Students have the responsibility to behave respectfully and appropriately at all times.
- Staff and Faculty members are responsible for helping all students meet these expectations.
- Parents support the school in its effort to enforce the Code of Conduct.

ASM students will grow to be independent, respectful, responsible and caring individuals if we guide them to understand and act upon the pillars of character through regular feedback and positive reinforcement.

B. SCHOOL VALUES

Trustworthiness	We are honest; we do the right thing.
Respect	We listen carefully to our teachers and to each other; we use good manners.
Responsibility	We work hard and always do our best; we remember our belongings; we take care of our own and other people's property.
Fairness	We raise our hands to speak; we allow other children to learn; we take turns and share.
Caring	We are gentle; we are careful with our words and actions.
Citizenship	We recycle; we put our garbage in the bin; we follow the rules; we take pride in our school; we make ASM a happy place to be.
Persistence	We try our best; we never give up; we turn our mistakes into learning experiences.
Resilience	We deal with challenges with a positive attitude and determination; we bounce back even after mistakes or defeat; we try harder when experiences are difficult.

C. BEHAVIOR MANAGEMENT SYSTEM – Lower School

TIERED SYSTEM: Each teacher is asked to create a tiered behavioral system using the following colors and associated meanings:

Green	Amazing work and Exceeding Expectations for Demonstrating the Six Pillars
Yellow	Good work and Meeting Expectations for Demonstrating the Six Pillars
Orange	Could be better and already been given a warning
Red	Needs Great Improvements to be able to Meet Expectations or has committed a serious infraction

D. BEHAVIOR INFRACTIONS AND CONSEQUENCES

Failure to follow the school's Code of Conduct may result in the following sanctions:

Type	Infractions	Consequences
Minor	<ul style="list-style-type: none"> ▪ Inappropriate language ▪ Physical Contact ▪ Disruptive behavior ▪ Property misuse 	<ul style="list-style-type: none"> ▪ Reflection (for all infractions) ▪ Time-out ▪ Seat change ▪ Loss of privilege(s) ▪ Student-teacher conference
Major	<ul style="list-style-type: none"> ▪ Repeated minor behavior infractions ▪ Abusive language ▪ Fighting/Physical aggression ▪ Defiance, disrespect, or non-compliance ▪ Cheating ▪ Harassment ▪ Skipping class ▪ Property damage ▪ Forgery ▪ Theft ▪ Vandalism ▪ Weapons ▪ Constant disruptive behavior ▪ Bullying ▪ Getting down to a « Red » 	<p>For a major behavior infraction, the student is referred to the Office with proper documentation (Referral Form). The students will complete a reflection form and will have a conference with the Lower School Coordinator and the teacher (if available) to discuss the behavior infractions. Both the teacher and the LS Coordinator will find time to meet to review the case and decide on a proper consequence from the following. The teacher will call and inform the parents:</p> <ul style="list-style-type: none"> ▪ Detention ▪ In-school suspension (Homeroom and special area teachers whose periods the student will miss due to suspension will provide work that the student needs to complete during the suspension) ▪ Out-of-school suspension

E. BEHAVIOR GUIDELINES

- Students should not enter the playground eating food and should never attempt to run or play while eating.
- Students may not run in hallways at any time.
- Students are responsible for picking up and throwing away trash left over from eating.
- After eating lunch, students' lunch boxes are left in the area designated for each grade.
- Lower School students may not enter the Upper School grounds and vice versa.
- Students may not pick up and/or throw stones.
- Elementary students must wear a hat when they are outside.

F. STUDENT LANGUAGE

Students must be respectful of others at all times:

- They are encouraged to speak and practice English at break, recess, and lunch.
- They are to speak English in the classroom at all times, unless they are in Arabic or French classes.
- They are not to swear or raise their voice.

G. PLYGROUND RULES - Lower School

- Students must finish eating their snack/lunch before they can begin to play
- Students are not allowed to leave the designated playground areas - they should not be on the second floor or playing in the hallway
- Students must wear a hat; otherwise they must remain in a shaded area

PART VII:
DRESS CODE

PART VII: DRESS CODE

A. PHILOSOPHY

The ASM Dress Code contributes to creating an environment conducive to learning. By tradition, the Dress Code stands to ensure that students show good judgment, self-respect, and respect for others. Infractions to the Dress Code will be addressed fairly and consistently by all classroom teachers, division Principals and the Head of School, and may result in serious consequences.

B. EXPECTATIONS

All students must wear:

- A collared or formal shirt or blouse
- Pants, *or shorts or skirts that reach at least the top of the knee*

Students may *not* wear:

- Athletic shorts or t-shirts (except for Physical Education classes)
- Pants or shorts with rips, tears, or holes
- Sunglasses inside the classroom or in the corridors
- Hats, caps or hoods in classrooms or corridors.
- Skirts or shorts that are shorter than the top of the knee while standing.
- Shirts that are low cut or “spaghetti strap” tops, exposing too much of the upper body.
- Blue jeans are acceptable if they are clean, without rips or holes.

C. ADDITIONAL REGULATIONS

- Lower School students are not to wear make-up or colored nail polish at any time.
- All shoelaces must be tied.
- No visible tattoos or piercing.
- No undergarments may be exposed at any time.
- Hair must be clean and neat.
- Lower School girls must wear their hair tied back (not clipped back).

Parents are asked to support these policies and help their children understand the importance of respecting the Dress Code regulations.

The School reserves the right to modify the Code.

D. CONSEQUENCES

Violations of the dress code will result in a warning, then detention. Repeated offenses may require that new clothes be brought to the school for the student to change into, or that the student be sent home for the day.

PART VIII:
POLICY ON ACCEPTABLE USE OF TECHNOLOGY FOR
STUDENTS

PART VIII: POLICY ON ACCEPTABLE USE OF TECHNOLOGY FOR STUDENTS

Computer and Internet Resources for Students

ASM provides a range of computer facilities and services to students.

A. ACCEPTABLE USES

These facilities and services are intended for educational purposes related to the School's academic program. Activities include: classroom assignments under the direction of a teacher; the preparation of homework and other assignments; research for papers and projects; personal intellectual development; communication between students and faculty; research regarding college and university admission; the expression of civic involvement, such as communicating with elected representatives and expressing opinions.

The Network and its resources are not intended for entertainment purposes, as a public access service, or as a public forum. Nor should it be used for commercial purposes, for providing products or services, downloading music files, trading securities, bidding on auctions, or shopping.

During the school day, priority for shared computers will be given to students working on class assignments.

B. STUDENT RESPONSIBILITIES

Use of ASM resources is a privilege and not a right. All users must respect the rights of other users, the integrity of the physical facilities and controls, as well as all relevant license and contractual agreements. It is the policy of ASM that all members of its community act in accordance with these responsibilities, relevant laws, and contractual obligations. All use of ASM resources must be done with the highest regard for ethics.

Failure to comply with these regulations may result in the suspension of privileges, school disciplinary action, or even civil or criminal action under the laws of the Kingdom of Morocco. Guidelines that are applicable to the use of ASM resources include: the student code of conduct; policies on homework preparation, cheating, and plagiarism; and guidelines for personal safety.

More specific guidelines for the use of technology and the Internet are listed below.

Blogs are online diaries that the writer may routinely update with written entries and photos. These written entries may include commentary on politics, communities, the school and its members. As a school, we do not tolerate speech directed at the ASM community that is obscene, libelous, or slanderous, or that incites students to violence, invades the rights of others, or contributes to the substantial disruption of the orderly operation of ASM. Because of the transparency of these live journals, what is written about the ASM community on personal websites, live journals, and other forms of electronically written communication is taken very seriously. Even when the messages originate off campus, hateful, hurtful, threatening messages can seriously damage individuals and can undermine our school community and its safety. This is not what we aspire to teach our

students at ASM. In the event that these types of problems should arise, the Head of School will meet with the student involved and his/ her parents.

C. SAFETY & PRIVACY ISSUES

Personal information, including contact information (address, telephone, school address, work address, etc.) for yourself or others should not be posted to public or school Web sites, or provided to individuals, organizations, or companies via the Web or e-mail messages. Any message you receive that is inappropriate or makes you feel uncomfortable should be reported to a teacher or a school administrator.

Any message that was sent to you privately should not be reposted or forwarded without the sender's permission.

Other students' files, stored in common areas on the network or on the school's Web site, should not be opened, examined, altered or deleted.

D. STUDENT CODE OF CONDUCT

School restrictions against inappropriate language - obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language - also apply to public messages, private e-mail messages or files, and material posted on Web pages.

E. INTERNET & THE WORLD WIDE WEB

ASM resources should not be used to access material that is designed for adults only or is profane or obscene (pornography) in nature; material that advocates illegal or dangerous acts; or material that advocates violence or discrimination towards other people (hate literature). *If you mistakenly access an inappropriate site, you should immediately inform your teacher.* This will protect you against possible claims that you have intentionally violated the School's policy.

While at school, students are not allowed to access personal accounts such as "Facebook" or "My Space". Further, social media networks are prohibited on campus. If in doubt, please check with your teacher.

F. ILLEGAL ACTIVITIES

The following activities violate ASM's Acceptable Use Policy:

1. Attempting to gain unauthorized access to any other computer system through ASM's network.
2. Attempting to log in through another person's account or access another person's files.
3. Deliberately attempting to disrupt a computer system or destroy data by spreading computer viruses or by other means.
4. Using the resources of the ASM Information Network to engage in any other illegal act.

G. CONSEQUENCES FOR UNACCEPTABLE USE

The school cannot guarantee privacy for e-mail messages, personal files, or records of Web research activities at ASM. Routine maintenance and monitoring of the ASM Information Network may require the examination of student files and/or activity logs. Examination of student files or activity logs will be conducted only when there is reasonable suspicion that the ASM Acceptable Use Policy has been violated. Students involved in such a situation will have the opportunity to discuss the situation openly with the Division Principal and/or the Head of School.

The School will cooperate fully with officials of the Kingdom of Morocco in any investigation related to illegal activities conducted through the use of ASM Information Technology.

H. PERSONAL ELECTRONIC DEVICES

1) Portable music players

Upper School students are allowed to have portable music players (iPods, MP3, etc.) for use *ONLY* during break, lunch times, and after school. *Students will not be allowed to listen to these devices during class or in the hallways between classes.* If a student does not respect these rules, his/her devices will be confiscated by a teacher or an administrator and turned in to the Head of School or Division Principal. At least one parent of the student will be required to make an appointment with the Division Principal or the Head of School to discuss the return of the device.

2) Laptops

Students in Grades 6-12 may bring laptops to school for the sole purpose of completing academic work. Laptops may not be used for other purposes such as accessing social networks or watching movies. Students who use their laptop inappropriately will be referred to the Head of School and their laptops will be confiscated. At least one parent of the student will be required to make an appointment with the Division Principal or the Head of School to discuss the return of the device.

3) Cell phones

Students may bring cell phones to school; however, these phones must remain “off” during class time. If a student does not feel well, s/he *should not* call her/his parents directly: s/he should go to the office so that appropriate care is given and proper procedure followed. If students are unable to respect these rules, their cell phones will be confiscated by the teacher or administrator and turned in to the Head of School. At least one parent of the student will be required to make an appointment with the Division Principal or the Head of School in order to discuss the return of the device. Passing periods in-between class time is not an appropriate time for cell phone usage: phones should remain off.

PART IX:
OTHER POLICIES AND PROCEDURES

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A. PARENTS' RESPONSIBILITIES

By enrolling their child at the American School of Marrakesh, parents commit to:

- Stay informed of their child's activities and progress at school by listening to and responding to the school's messages when required, whether these messages are sent by telephone, email or regular mail.
- Ensure that their child:
 - Attends school regularly
 - Receives the support and guidance s/he needs to do his/her homework and fully participate in school activities
 - Complies with school rules and regulations.
- Participate consistently in activities organized for them (information and orientation meetings, parent-teacher conferences, etc.)
- Act in a respectful and ethical way in all circumstances that involve the school, its staff, parents and board members.
- Express their views in a respectful and ethical manner, and support the administrative and instructional decisions of the school.
- Meet their contractual, financial and regulatory obligations.

Please note that the school reserves the right to dismiss immediately or to refuse re-enrolling the child/children of parents who do not abide by the rules listed above.

B. VISITORS

Students may invite guests to after-school activities such as sports events and theatrical performances. They may not have guests in school without *prior permission* from their Division Principal, the Assistant Head or the Head of School.

Student visits are limited to one day only and must be approved ahead of time by the Division Principal.

C. LOST & FOUND

If students find something that does not belong to them, they should bring the item to the front office. Items will be placed in the Lost and Found cabinets. These cabinets are always full. It is very important that parents label everything that comes to school: hats, sweaters, lunchboxes, water bottles, etc. The more you label, the more you get back. All items left in the Lost and Found at the end of each trimester will be donated to a charity in our community.

D. FIELD TRIPS

Prior to a field trip, a permission slip will be sent home informing parents of the plans and what, if anything, they will need to provide. It is necessary to have a signed permission slip for your child to attend a field trip.

Transportation for field trips is arranged by the school and students are not allowed to take private transportation to field trips unless prior permission is given. Often, we will invite parents on field trips to serve as chaperones to help supervise students. These parents are expected to work with the teachers to actively supervise during the entire field trip.

The same expectations and responsibilities that apply at school apply to time spent on field trips.

E. PERMISSION TO STAY ON CAMPUS AFTER 3:35 PM

Students need permission to stay on campus after 3:45pm. Permission is gained through signing up and participating in an activity or sport that takes place after school, or by securing permission to stay on campus in the LS Picnic Table area by signing in at the front desk.

PLEASE SIGN & RETURN THIS COPY TO YOUR CHILD'S TEACHER

