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Series VII - Instructional Program

7.10 Instructional Goals and Objectives

Core Value:

CAISL is a student-centered educational community in which we challenge ourselves and each other to do our best and to make positive contributions to our diverse and ever-changing world.

Values Statements:

CAISL is committed to

- Providing an enriching, varied and effective program of academics, arts, and athletics that inspires learners to strive for individual and collective excellence.
- Promoting life-long learning in a meaningful context through active inquiry, collaboration, creativity, critical thinking, and problem-solving.
- Providing a caring and safe environment that supports diverse learner needs.
- Promoting active, responsible local and global citizenship.

Profile of the Learner:

The CAISL community includes everyone who shares an interest in the success of our learners. All members of the community strive to help our learners become

- Life-Long Learners who reflect upon their experiences and actively seek the knowledge and skills necessary for continuous personal growth.
- Creative Problem Solvers who use a wide variety of resources and strategies to meet life's challenges.
- Effective Communicators who express and interpret ideas using appropriate means.
- Conscientious Contributors who are committed to service, show empathy, and act to make a positive impact on the lives of others.
- Principled Individuals who take responsibility for their choices, act with integrity, and demonstrate respect for themselves, others, and the environment.

Adopted: 24 June 2008

7.90 Academic Achievement

It will be the responsibility of the administration to ensure that a program of assessment is in place or available which includes:

1. Standardized testing of all students no less than every other year in at least grades three through nine with the PSAT for students in grades 10 and 11. This testing must be externally prepared and scored.
2. Subject area tests and examinations. Such tests may be prepared by teachers or publishers to measure the mastery of the material at the end of instructional units or grade reporting periods.
3. External examinations for the purpose of college admissions, placement or scholarship. Such examinations include Advanced Placement, International Baccalaureate, SAT I and II, PSAT, TOEFL.
4. Evaluation of on-going progress in subject areas.

Traditional and alternative assessments of an authentic nature directed toward varied learning styles and intelligence utilizing a variety of means and administered in an ongoing program will be used.

It will be the responsibility of the administration to ensure that students are properly prepared for such assessments and that the results of such assessments are reported, according to the Board Policy guidelines.

Adopted: 30 March 1992
Revised: 18 May 1998
Revised: 23 February 2010

7.904 Grading Systems

The administration and teaching staff shall devise grading systems for use. These will be detailed in the Student-Parent Handbook and the Teacher's Procedural Manual.

It is the philosophy of the Board of Trustees that students will respond more positively to the opportunity for success than to the threat of failure. The School shall seek, therefore, to make achievement both recognizable and possible for students.

Adopted: 29 August 1979
Revised: 30 March 1992
Adopted: 13 March 1995
Revised: 06 January 1999

7.905 Class Size

As part of its commitment to quality education, the Board of Trustees recognizes that the student:teacher ratio is a significant factor in ensuring that each student has appropriate access to his/her teacher's time and expertise.

To this end, CAISL will endeavor to ensure that core classes in Early Childhood have no more than 20 students with two adults per class and core classes in all other grades have no more than 22 students.

Class sizes for non-core classes are not under this guideline but numbers should not exceed those providing for appropriate attention to individual students needs and safety.

Exceptions to the student:teacher ratio guideline for core classes are governed by CAISL admissions policy related to Priority 2 (children of US government employees) and otherwise are at the discretion of the Elementary and Secondary Principals and will be based on educational background and linguistic ability of the students and the availability of additional qualified adults to ensure appropriate support for students.

Adopted: 10 September 1997
Revised: 03 February 2003
Revised: 15 June 2010
Revised: 11 October 2011
Revised: 08 May 2012
Revised: 08 January 2020

7.906 Promotion and Retention of Students

The general policy of CAISL is to encourage and assist each pupil to progress along a continuous growth pattern of academic achievement in harmony with his/her normal social and emotional development. Most students will require the normal allotted time to progress through the thirteen year EC-5 to Grade 12 curriculum. A few may complete the work in twelve years and others may require more time.

In arriving at a decision for the acceleration or retention of a pupil, the combined views of the teachers, Principal and Counselor are taken into consideration along with those of the student and his/her parents. The results obtained from standardized tests, class work assignments, and accumulated credits will be important factors in the decision.

The guiding philosophy for determining acceleration, promotion, or retention will be what is in the best interest of the child. The ultimate decision lies within the realm of the Division Principal.

Adopted: 30 March 1992

Revised: 03 November 1998

7.907 Graduation and Diploma Requirements

To Earn an American High School Diploma from CAISL, a student must

1. Complete eight full-time semesters in grades 9-12 at CAISL or a school deemed by CAISL to be equivalent, with a minimum of 8 courses per semester in grades 9 and 10 and 7 in grades 11 and 12.
2. Be enrolled as a full-time student at CAISL in Grade 12 with no fewer than 7 classes, one of which, with the Secondary Principal's approval, may be from an accredited online provider.
3. Earn 27 credits, distributed as follows:
 - a. 4 credits in English/Language Arts
 - b. 3 credits in Mathematics (Algebra I or higher)
 - c. 3 credits in Science (of which at least 2 must be laboratory science)
 - d. 3 credits in Social Sciences
 - e. 2 consecutive years in a Language other than English
 - f. 3 credits in Physical Education
 - g. 1 credit in Information Technology or demonstrated proficiency
 - h. 1 credit in Fine Arts (Music, Art, Drama)
 - i. 7 credits in elective courses
 - j. Successful Completion of a Graduation Project within the last 3 semesters prior to Graduation*

*Effective as of Graduating Class of 2020

Exemptions to Graduation Requirements:

Exemptions to the Graduation Requirements (Number or Distribution of Credits) or Course Load may be made by the Secondary School Principal as necessary for

- A. Students fulfilling the requirements of the IB Diploma.
- B. Students choosing to follow a 4-year sequence in a third language; the exemptions in this case will come in items e-h.
- C. Students who transfer in as of 11th or 12th grades and whose program of studies makes fulfilling these requirements unrealistic. No exceptions may be made in the number of overall credits nor in items a through d.

Students who receive exemptions to graduation or course load requirements because of A or B above but who discontinue the program of studies under which their exemptions were granted lose their exemptions and are accountable for the graduation requirements as stated.

Notes:

1. An elective is defined as any course beyond the subject-specific minimum requirements listed.
2. One unit of credit (1.0) will be given upon successful completion of each class on a full-time basis for the full school year.

3. Courses which meet for one semester receive 0.5 credits.
4. Students who transfer in or out at the semester will receive 0.5 credits for each of the courses successfully completed at CAISL.
5. A repeated course will generally not be eligible to earn a second credit although exceptions may be made at the discretion of the Secondary Principal.
6. The transcripts of incoming students shall be evaluated by the Secondary Academic and College Counselor and validated by the Secondary Principal. Credits from similar schools will be transferred. Academic accomplishments at other schools shall be converted to equivalent credits.
7. English for Speakers of other Languages (ESL) can be accepted as English credit in Grades 9 and 10 upon recommendation of the ESL faculty.
8. One Hundred (100) hours of Community Service in activities approved in advance by CAISL and supervised by CAISL personnel or approved substitutes may be granted a .5 elective credit per year of High School to a maximum of 2.0 elective credits. Students may not earn credit for hours used for completion of the CAS IB Diploma Requirements.

Graduating under Modified Curriculum related to Special Educational Needs:

The Board may approve a Modified Curriculum program for a student with a diagnosed learning disability seeking to receive a High School Diploma from CAISL.

To be eligible for a Modified Curriculum program leading to a CAISL High School Diploma, a student must

1. Have a current educational-psychological report which provides evidence of a learning disability significant enough to prevent the student from accessing the CAISL curriculum in one or more disciplines.
2. Need modification which can be implemented by classroom teachers with support from CAISL's Learning Resource Teachers.

If granted a Modified Curriculum program, the student is eligible to earn one credit each year, graded pass/fail, in a resource class designed to support the specific area of need. The resource credit will count as an "elective" and may not count for a subject-specific area.

Students who graduate with a Modified Curriculum Program will receive the CAISL High School diploma. The names of the courses with modified curriculum will clearly indicate the differences in expectations on the student's transcript.

The Secondary Principal shall be the final authority for granting credits.

Adopted: 30 March 1992

Adopted: 24 March 1994

Revised: 18 May 1998

Revised: 3 November 1998

Revised: 14 March 2000

Revised: 11 May 2017

7.9071 Early Graduation

A student may graduate upon completion of the graduation requirements set by the Board.

A student who is permitted to (and chooses to) graduate at the end of three years in High School is not classified as a Senior. Students permitted to (and choosing to) graduate at mid-year will receive certification of their graduation, but will not be granted a diploma prior to the regular yearly graduation day in June.

The following guidelines must be followed for a student to graduate in less than four years of High School:

1. A request must be made in writing by the parents to the Secondary School Principal no later than April 1 of the year before the student wishes to graduate.
2. The request from the parents must state the reasons early graduation is needed.
3. The Principal, Counselor and the student must confer; the Principal and Counselor will check records and transcripts.
4. A meeting must be scheduled between the parents, the student, the Principal, and the Counselor.
5. The student must have spent at least one year (including the year the application is made) at the School prior to the parents making the request.
6. The student must have completed all courses beyond those which can be scheduled during the regular school day by the end of the first semester of the year of graduation.

If the Principal and Counselor recommend that the student be permitted to graduate early, that recommendation must go to the Director for review and the Board of Trustees for confirmation. The recommendation must include (1) the parent's letter of request and (2) an academic plan for how early graduation will be accomplished signed by the Principal, the parents, and the student.

If permission for early graduation is granted, it will remain subject to continued satisfactory performance of the student while he/she is at the School.

Issued: 30 March 1992

Reviewed: 3 November 1998

Revised: 8 June 2004

7.908 Credit for Online Courses

Credit will be recognized, both on the transcript and for the American High School Diploma, for approved online courses taken by CAISL students at any point during their High School years for any of the following reasons:

1. The student is seeking to enroll in courses not offered at CAISL.
2. The student is seeking to graduate early.
3. The student is seeking to attend CAISL on a significantly altered schedule because of other commitments.
4. The student failed a CAISL class and needs to recover the credit.

In the first three circumstances, the Secondary Principal, in conjunction with the student and his/her parents, will determine the most appropriate course(s) offered from online providers accredited for the issuance of American High School credits. It is the decision of the Secondary Principal which providers, which courses, and the number of courses which will be permitted for the student to receive credit toward graduation. Cost for the courses is borne by the parents.

In the case of credit recovery, the Secondary Principal will determine the online provider and course(s) which will be accepted by CAISL for credit. Students must have completed all exams and coursework for any online course(s) and have provided proof that they have earned the credit no later than the last day of 1st semester of the year they wish to graduate. Online courses for credit recovery may not be taken when there is a CAISL option available.

In all cases, while students may seek private arrangements for tutorials or support in accomplishing online coursework, a supervisor designated by CAISL will coordinate and supervise all assessments. No private supervisors are permitted. Exceptions may be made only for those students who are completing courses to receive a CAISL High School diploma and have moved out of Portugal.

A student who does not successfully complete all classes needed for graduation and thus does not receive his/her Diploma at the end of his/her senior year has 12 calendar months after the date he/she would have graduated to complete approved online courses to count toward the total needed and thus receive a CAISL diploma. All costs, including course fees and fees for the CAISL supervisor will be borne by the family of the student and must be paid prior to the time the school registers the student for the course.

Adopted: 6 January 1999
Revised: 10 March 1999
Revised: 8 June 2004
Revised: 23 April 2013

7.909 High School Credit for Accelerated Courses Taken Prior to 9th Grade

A student enrolled in CAISL may receive credit towards high school graduation for courses taken at CAISL prior to the 9th grade in the following circumstances:

1. The course is one for which CAISL currently offers high school credit.
2. The credit earned counts toward the total for high school graduation.
3. The credit earned does not count toward the subject-specific total.

Adopted: 10 March 1999