

School Parent-Student Handbook



Nurturing Talent and Wisdom

Nursery –Year 9

2020 – 2021

Welcome to Crown City Academy

Welcome to CCA! The following handbook has been prepared to help inform you with our policies, procedures, and objectives as a community of learners. Please carefully review the following information and keep it available for future reference.

The academy is comprised of students with a variety of skills and talent. We strive to provide your child with a well-rounded education that pursues academic excellence as well as physical, social, and emotional wellbeing for each student.

We use the Cambridge International Curriculum, an inquiry based, thematic, and interdisciplinary approach to teaching math, science, history, geography, and technology. It also includes international and societal links. Additionally, we use ACER (Australian Council for Educational Research) assessments every September. ACER assessments for Literacy and Numeracy are recognized internationally. The assessments evaluate the student's progress and ensure alignment of curriculum and teaching practices with international standards. Students also take co-curricular courses taught by specialist teachers in the areas of drama, art, Kiswahili and French language, Digital Literacy, PSHE (Personal, Social, and Health Education), Information Literacy (Library), music, and physical education (PE), STEAM.

The Crown City Academy includes a diverse group of students coming from many different countries and cultures, so we strive to use our student diversity to enhance our school program. Our goal is to not only educate our students, but to offer them a place where they feel safe, challenged, and free to develop their unique talents.

We invite parents to partner with us in providing the best possible education and learning experiences at CCA within Zanzibar. Communication is important to us. The CCA Leadership team is always open to your questions, ideas, and suggestions. Please do not hesitate to contact us by email, phone, or in person. Let's have a fantastic year!

Sincerely,

Maximillian Potentine
School Director

director@ccazanzibar.com

General CCA Contact Information:

Main Office: +255 67 492 1775

E-mail: admin@ccazanzibar.com

Website: ccazanzibar.com

TABLE OF CONTENTS

A. GENERAL INFORMATION

- CCA Guiding Statements & Educational Objectives
- School Philosophy
- CCA Learner Profile
- School Background
- Accreditation
- School Governance
- Parent/Teacher Association
- School Placement
- Learning Needs
- English Language Proficiency & Admissions

B. ACADEMIC PROGRAM OF STUDIES

Program of Studies

- School Guiding Statements
- School Overview
- Core Academic Program
- Co-Curricular Academic Program

Assessment and Reporting

- Philosophy
- Benchmarks
- International Schools Assessment
- Report Cards

Academic Policies and Information

- Preparation for Class
- Homework Policy
- School Retention Criteria
- Language Policy
- Blended Learning
- Service Learning
- Field Trips

C. Student Rights and Responsibilities

- Rights
- Responsibilities
- CCA School Community Agreement
- CCA Discipline Policies and Procedures
- Suspension and Expulsion Policies
- Attendance
- Photographing
- Textbooks & Other Materials

D. STUDENT SERVICES AND SUPPORT

- Guidance Counseling

- Medical Service
- Personal Health and Safety Education
- Information Literacy (Library) Services
- Tutoring
- After School Activities Program (Mchanganyiko Cup)

E. SECURITY

- Drop Off and Pick Up
- Supervision After Class
- Emergency Drills
- General Security
- Parent/Guardian Recognition
- Personal Property
- Visitors
- School Closure
- Parent Code of Conduct

F. COMMUNICATIONS

- Channels of Communication
- Communication between School and Home/ Distance Learning
- Parent/Teacher Conferences

G. MISCELLANEOUS

- Lost and Found
- Smoke Free Campus
- Lunch/Birthdays
- Leaving CCA

GENERAL INFORMATION

CCA GUIDING STATEMENTS & EDUCATIONAL OBJECTIVES

Our Vision

Crown City Academy (CCA) strives to remain diverse and inclusive, while maintaining integrity and high academic standards by cultivating the talents and wisdom of every student for their everyday success in a cosmopolitan world.

Our Mission

Crown City Academy (CCA) promotes positive relationships and encourages self-worth through setting high standards in learning and development that is creative, culturally, cognitively, linguistically, emotionally and physically appropriate.

Our School

We are a diverse community offering an inquiry-based program from Early Childhood through Grade 9. We engage individuals through learning themes and the global perspectives of the Cambridge Curriculum without affecting the national education agenda.

Educational Objectives

Students at CCA Zanzibar will:

- have an international perspective that encourages them to celebrate the cultural diversity of our community of learners.
- demonstrate 21st Century skills and competencies characterizing global learners committed to social justice.
- have a firm foundation and demonstrate proficiency in science, mathematics, and technology.
- develop proficiency in the English language and at least one other language.
- be clear communicators, proficient in reading, writing, speaking and listening.
- demonstrate creativity and critical thinking skills that will enable them to be problem solvers.
- will develop awareness and respect for the environment, both globally and within Zanzibar.
- involve themselves in a variety of extra-curricular activities including the arts, sports, and service learning.
- acquire a knowledge of, and respect for, the host country's people, their history and culture.
- be fully prepared to successfully meet their next academic challenge.

SCHOOL PHILOSOPHY

As a school community, we believe that:

- o Diversity enriches our educational experience.
- o All students must be given the opportunity to reach their full potential, to become responsible for their own learning, and to develop into lifelong learners.
- o Teachers guide students to construct meaning from their existing knowledge and personal experience through active and concept driven inquiry.
- o The learning process should have a clearly stated purpose, be enjoyable, meaningful, active, and dynamic and have lifelong value.
- o Multilingualism helps to develop respect and tolerance of all cultures, and instills a sense of belonging in the international community.
- o Our school community has a responsibility to foster the recognition of universal human values as defined by the United Nation's Universal Declaration of Human Rights.
- o The interest of each individual student should be the focus of all decision-making.
- o Thoughtful interaction and supportive cooperation amongst the students, parents and staff are fundamental to the well being of our school.

CCA LEARNER PROFILE

Characteristics of a CCA Learner

Confident	CCA students are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.
Internationally -minded	Our students are encouraged in developing knowledge of and cultural sensitivity toward their own cultures, the Zanzibari culture, and the global community. As a community, we proactively recognize and celebrate human diversity.
Principled	Our students are expected to act with integrity, honesty, and with a strong sense of fairness, justice, and respect for themselves and others.
Responsible	CCA students take ownership of their learning, set targets and insist on

intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

Caring

Our students are expected to be open-minded, empathetic, compassionate and respectful towards the needs and feelings of others. They are also expected to make a personal commitment to

service and act to make a positive difference in their school and their broader communities.

Creative Our students demonstrate originality and inventiveness in their work and are open and responsive to new and diverse perspectives. They act on creative ideas to make tangible and useful contributions to their community and peers in a range of contexts.

Inquirers Our students learn to ask and think about searching questions related to their learning and plan and carry out investigations related to these questions. They collect and examine evidence and use a range of thinking skills to solve problems and evaluate their own and alternative points of view.

Communicators Our students learn to share their ideas, points of view, and learning in a range of situations with different audiences. They use writing, speaking, and a variety of tools to communicate and embrace multilingualism as they expand their ability to communicate in English and other languages.

Collaborators Our students understand that all members of a team have an important role to play, and they learn to adopt different roles as they work with others in a variety of contexts. They are able to work toward goals alongside and in cooperation with others to accomplish diverse tasks.

Knowledgeable Our students learn through a range of themes and subjects and develop proficiency in the sciences, mathematics, technology, English, world languages, history and culture, global and local environmental awareness, and the arts.

Resilient Our students discover that success is a process that requires hard work and endurance. They learn to see their tasks through to completion and cope with disappointment when success does not come at the first try. They are encouraged to view failure as a learning tool and to never give up while attempting a goal or task.

SCHOOL BACKGROUND

Crown City Academy is a private, coeducational, secular school for children ages 3½ - 14. It was established in 2019 by a group of committed educators looking for alternative schooling options in Zanzibar.

ACCREDITATION

CCA is seeking full accreditation by 2021 through Cambridge Assessment International Education.

SCHOOL GOVERNANCE

The school operates under the leadership of the School Director and under the guidance of a Board of Directors composed of members of the school community. The Community Relations Director and Curriculum Coordinator provides support to all students and teachers.

PARENT / TEACHER Association (PTA)

The PTA, through the generous support of parent and teacher volunteers, actively supports the school and student programs. Meetings are held regularly during the year. The PTA sponsors or supports numerous activities for the school community throughout the year. Please contact the PTA to get involved at partnership@ccazanzibar.com

SCHOOL PLACEMENT

Grade level placement in the school is generally based on school records and previously completed grade levels. Students who have attended a school with a similar curriculum will usually be placed in the grade after the last one successfully completed if proper school records are provided.

Some national school systems have very different academic calendars than CCA. CCA is conservative when placing such transfers. If a student has just finished the equivalent of our Grade 3 in a different school in December, for example, and is transferring to CCA in January, the student will be placed in Grade 3 for the remainder of the year and will be promoted to Grade 4 at the beginning of the next academic year.

The School Director determines school placement. Please refer to the Admissions Policy for additional information.

LEARNING NEEDS

CCA has limited resources for students with extreme learning needs, except in the case of students who are learning English as an additional language, for whom we offer an ELL (English Language Learners) program (see below). CCA accepts students with learning needs on a case-by-case basis.

ENGLISH LANGUAGE LEARNER PROFICIENCY AND ADMISSIONS

At Crown City Academy, we believe that, as a school serving an international community, it is our duty to support our English language learners to enable them to have full access to our rich curriculum.

Since most English language learners take between five and seven years to develop native or near-native proficiency in English, it is important that our school determine which students we can serve and at which levels.

ELEMENTARY/PRIMARY SCHOOL (Nursery - GRADE 6)

Since students enrolled in Elementary School have considerable time to develop their English skills prior to graduation, CCA—like most international schools—will accept students who are at the beginning level (Council of Europe Level A1).

ASSESSMENT

Elementary-aged children will be assessed using a variety of age-appropriate tools including oral interviews and oral reading as well as reading comprehension tests and writing samples where appropriate. The purpose of this testing is to help determine the nature of the support needed rather than entry to the school.

SUPPORT

In the Elementary school, ELL support will be provided for beginning level English language learners (A1 and A2) from Grade 3 and beyond to help them learn the basics of English. Support at the Grade 1 and Grade 2 levels will be decided on a case-by-case basis for absolute beginners only (Level A1).

Intermediate and Advanced level learners (Levels B1 to C2) will receive support in the form of differentiated instruction from their classroom teachers.

ACADEMIC PROGRAM OF STUDIES

PROGRAM OF STUDIES

CCA SCHOOL GUIDING STATEMENTS

We promote student centered learning, critical thinking, problem solving, intercultural experiences, and creativity through a diverse academic program taught in the English language. Our program includes the following core subjects taught by classroom teachers: English Language Arts, Mathematics, Science, and Social Studies. These core subjects are supported by co-curricular courses in Physical Education, World Languages, Digital Literacy, Theatre, PHSE (Personal, Health and Social Education) Music and Arts, STEAM.

Crown City Academy strives to be an innovative, leading example to our school and to the community. Our teachers will guide all students to achieve their full potential through diverse teaching methods, leveled academic programs supported by extensive curriculum materials, and rooted in rich cultural experiences. Students will become respectful, thoughtful, global citizens ready to meet their next challenges.

Educational Objectives

Students at CCA will:

- demonstrate proficiency in all academic core subjects.
- demonstrate proficiency in all co-curricular subjects.
- learn through a variety of student-centered approaches including: collaborative learning, inquiry based learning, peer evaluation, self reflection, and small group instruction.
- show respect for themselves, each other, our school, and our community.
- have an intercultural understanding of themselves, each other, our school, the community, and the world.
- show respect for our host country, by studying its history and culture.
- participate in extra-curricular activities in sports, the arts, and community service.
- demonstrate critical thinking, problem solving, and creativity within all academic subjects.
- develop an appreciation for the arts as a means of expression. Areas of the arts include visual art, dance, music, spoken word, and drama.
- be prepared to move between years of academic transition. Areas of transition include kindergarten into first grade and sixth grade into seventh grade.

ACADEMIC PROGRAM OVERVIEW

The academic program is provided by classroom teachers and co-curricular teachers. Classroom teachers are responsible for teaching English Language Arts, Mathematics, Science, and Social Studies (see below for more information). Co-curricular teachers are responsible for a variety of specialized subjects. Collaboration among classroom teachers and co-curricular teachers is encouraged as it provides students with an interdisciplinary education.

CORE ACADEMIC PROGRAM

Below you will find a general guide for how you can expect your child to spend his or her day with his/her classroom teacher.

Subject Area	General Time Allotment
Language Art, Foreign Language (Reading, Writing, Fluency, Grammar, Spelling, Phonics, Vocabulary)	45-90 minutes daily, more time may be allotted in younger grades
Mathematics, Social Studies, STEAM	45-60 minutes daily

English Language Arts & Mathematics

Curriculum documentation showing sequenced content, resources, and skills for each grade level can be provided by the curriculum coordinator and/or school director upon request.

Cambridge Curriculum

The Cambridge Curriculum is more interdisciplinary, uses a thematic approach to learning. It also allows for more inquiry based approaches to teaching and learning. Simply put, the Cambridge Curriculum allows for students to complete more project based learning, develop research skills using technology, complete open ended critical thinking tasks, and perform more real-world based experiments. Units typically take 3-12 weeks to complete and have been aligned as an elementary school to ensure coverage of a variety of content and skills within and between grade levels. More information can be provided by the curriculum coordinator and/or by the school director.

CO-CURRICULAR ACADEMIC PROGRAM

Students will participate in the following co-curricula: Digital Literacy, P.E., Music, Art, Theatre, STEAM, Entrepreneurship (Junior Startup), PSHE (Personal, Social, and Health Education). Co-curricula are offered termly and either once or twice per week. These classes are taught by specialist co-curricular or classroom teacher.

ASSESSMENT AND REPORTING

Assessment at CCA is both formative (assessing the developmental progress) and

summative (assessing the final outcome). A student's progress is evaluated and reported using a variety of assessments based upon class work, projects, and other assignments. The following assessments are used across the elementary program:

BENCHMARK ASSESSMENTS

Benchmark assessments are used in the elementary school several times per year in Reading, Writing, Science and Mathematics as early diagnostic tools and to assess progress at key points throughout the year. These assessments are included in student portfolios (see below) and, along with International School's Assessment (see below) and other assessments, allow teachers to recognize specific student strengths and needs and to differentiate instruction within the classroom as appropriate.

International School's Assessment

ISA determines a student's instructional level and measures academic growth throughout the school year and from year to year in the areas of Mathematics, Reading, Writing, and Science. ISA's data compares student levels with other children of similar age within CCA and in schools around the world taking ISA's tests.

ISA tests are administered 2 times per year: typically in September and May (January only for new students registered). When results become available, they will be distributed to parents and teachers.

STUDENT PORTFOLIOS

Student portfolios showcasing student work are used by elementary classroom teachers. Students and Teachers are responsible for maintaining the portfolios. Portfolios are a tool used by students for self-assessment in older grades, for teachers to assess student mastery of CCA educational standards, and to compile meaningful data and student work for communicating with parents about student progress over time and with other teachers to evaluate individual student needs, provide classroom differentiation, or demonstrate the need for learning support or enrichment. Portfolios also facilitate student goal setting and reflection in order to engage students in their own learning. This year we will be experimenting with digital portfolios using the SeeSaw App (see Communication). CCA is also in the process of creating its very own school app. We will update parents when the development is complete.

REPORT CARDS

Report Cards are sent home at the end of each term. On the reports, each core subject is divided into learning outcomes based upon CCA educational standards and the core curriculum. Teachers use a 1-4 scale that indicates student progress toward grade-level learning outcomes at the time of each report. Additionally, we use a grading scale from 0-100, where 59-0 is F, 60-64 D-, 65-67 D, 68-69 D+. 70-74 C-, 75-77 C, 78-79 C+. 80-84 B-, 85-87 B, 88-89 B+, 90-94 A-, 95-97 A, 98-100 A+. Teachers also write comments about student progress. Student dispositions are reported separately from academic criteria on the reports as Personal Development. Please note that CCA does not use a number position to rank students. That system discourages and places more emphasis on position rank rather than acquiring knowledge.

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Outcome is not met, and is an area of concern needing immediate attention	Progressing toward expectations but not meeting the outcome or inconsistently meeting the outcome with or without teacher support	Meeting the outcome independently and consistently without teacher support	Exceeding grade level expectations by meeting the outcome independently and consistently without teacher support, often meets the equivalent outcome for the next grade level.
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Report Card Grading Criteria			
1 Far Below Grade level	2 Progressing towards Grade Level	3 On grade level	4 Above grade level

ACADEMIC POLICIES & INFORMATION

PREPARATION FOR CLASS

Classroom Supplies

Supplies needed for schoolwork such as pencils, paper, notebooks, erasers, etc. are generally provided by the school as part of the tuition fees. Occasionally teachers may ask for donations of materials for student projects or activities that are not provided by the school. This policy of supplies provided as part of tuition fees is subject to change at the discretion of the School Director.

Appropriate Dress for PE

All classes will have PE one to two times per week, so we ask that children come to school with appropriate clothing and shoes for outdoor activity. If alternate shoes are provided, students may be permitted to change their shoes before exercise classes. Students are also encouraged to wear hats and/or sunscreen if appropriate. The school has a gym uniform however, during Term 1 they are not available.

Snack & Water

Students are encouraged to bring water in a reusable bottle that can be refilled throughout the day at the school provided water dispensers. Cups for water are generally not provided by the school. Please label bottles with name, and grade level.

All grades Nursery-9 have a designated snack period everyday provided by the school as part of the tuition fees. We strongly encourage to parents if they want to include additional snacks; please provide your child with a **healthy** snack

HOMEWORK POLICY

At CCA we believe that regular homework is an important element of improving student learning and developing the skills and attitudes that will support our students in their continued education as well as the personal initiative required in adult life.

Purpose

Homework may be given for the following purposes:

- i. Pre-learning activities;
- ii. Checking for student understanding;
- iii. Practice of important skills to aid long-term retention;
- iv. Processing important concepts;
- v. Extending the curriculum;
- vi. Developing independent study habits.

Differentiation of Homework

Where appropriate, teachers may differentiate homework by:

- i. The difficulty or amount of work;
- ii. The amount of scaffolding or structure provided;
- iii. The learning styles and interests of individual students.

Quantity of Homework

You can expect your child to have the following amounts of homework two-five days per week:

Homework per Grade Level	
Grade 1-2	15-25 minutes
Grade 3-4	30-45 minutes
Grade 5-6	45-50 minutes
Grade 7-8	45-60 minutes
Grade 9-10	60-75 minutes

All students work at different rates and all students put varying amounts of effort into their work. Also, this time does not account for special projects or missed work due to absences. The above time recommendations should be counted as generalizations. The classroom teacher or co-curricular teacher decides the amount of homework given on a particular day or given to a particular student. Accepting late homework is left up to the teacher who assigned the work.

Homework Over Major Holidays

Students will generally not have homework over major holidays. Assigning appropriate homework or projects over holidays is left up to the classroom teacher.

Homework During Unplanned School Closure

Please see the Blended Learning Procedures.

CCA SCHOOL RETENTION CRITERIA

Note: Research shows that retention is rarely successful in improving student performance; therefore, CCA will only consider retaining a student under extraordinary circumstances.

Students in the school may be considered for retention if:

1. Their ISA scores show the student at the 10th percentile or below in two of the three areas tested.
2. The student has a Grade point average of less than 1.5 in two of the following areas: Reading, Writing and Language, Mathematics.
3. The class teacher has strong reservations about the student's ability to succeed at the next grade level.

The final decision on retention lies with the School Director who will assemble a team composed of the class teacher, the curriculum coordinator to make a recommendation.

In all circumstances, the parents of the child concerned must be informed no later than 1st April that the school is considering retention. In the case of students admitted in January or later, this date may be moved as late as 15th May.

CCA LANGUAGE POLICY

Language Philosophy

At CCA we believe that language is the foundation for all learning. We understand that language, our major means of thinking and communicating, is fundamental to inquiry and learning and underpins the whole curriculum. Thus, we offer opportunities that involve not only the acquiring of languages but also learning through and about language. We nurture an appreciation of the richness of language, including a love of literature, and we endeavor to develop a life-long passion for the learning of language.

Language mediates all social interaction and through the development of languages, especially mother-tongue languages, we value our rich cultural diversity and promote international understanding. At CCA we believe in the development of language and literacy for all learners so that they can realize their full potential and become successful and responsible global citizens.

Language Profile

CCA respects its diverse community by supporting the development of bilingual or multilingual students through offering course options in selected Modern Languages, by encouraging high levels of proficiency in each student's mother tongue, and by providing a wide range of learning opportunities to ensure all students develop full academic proficiency in English. CCA provides support for the development of English for those

students who do not possess full academic proficiency.

CCA's instructional language is English. CCA recognizes that a variety of forms of English exist and encourages consistency in students' usage. Student language needs at CCA are diverse; as a result, all teachers are teachers of language and instructional strategies and consciously differentiate, integrating the communication domains of listening, speaking, writing, reading, viewing, and presenting into the curriculum.

Essential Agreements for the Teaching of Languages

CCA believes that all students should:

- be encouraged to communicate fluently and accurately;
- be encouraged to develop a love of international languages and literature;
- be encouraged to maintain and value their mother-tongue and to aspire to balanced bilingual proficiency;
- be given access to support services as appropriate; be encouraged to develop a wide range of strategies to comprehend, interpret, evaluate, respond to and appreciate texts and media messages, and be encouraged to express themselves, orally and in writing, in a variety of media and situations.

CCA believes all teachers should:

- be responsible for literacy in all domains and all disciplines;
- embed responsive language and literacy instructional strategies into units;
- promote student inquiry and reasoning using extended discourse patterns specific to their grade-level and subject areas;
- utilize appropriate linguistic registers; and
- be emotionally supportive of the stresses on ELL students.

CCA Language Policies

The English Language

English is the language of instruction at CCA. This means educational programs are taught in English from Early Years through Secondary. English is offered as a subject of study through Language Arts.

Kiswahili as a Mother Tongue

CCA understands the value of maintaining Kiswahili as a mother-tongue. Accordingly, Kiswahili courses for students are offered throughout the Elementary grades.

BLENDED LEARNING

The purpose of Blended Learning at CCA is to provide continuity of education to enrolled CCA students in the event of a school closure. Whether the school community is still in Zanzibar or working from other countries, the blended learning plan will help ensure that students are still able to continue with their learning. CCA recognizes that this plan is

not a replacement for a “face to face” school model; rather, it is a way to mitigate the disruption to the school calendar caused by political instability, health crises, and other emergencies.

Expectations of Parents

1. Ensure that your child has:
 - a. reliable and safe access to the Internet (safeguards and firewalls)
 - b. resources needed to continue their learning
2. Know your child’s CCA Seesaw account and password
3. Actively monitor your child’s progress at home
4. Check on Seesaw sites on a daily basis
5. Communicate with all of your child’s teachers on a regular basis to check for understanding and provide updates on progress.
6. Take advantage of teachers’ virtual “office hours” to ensure you comprehend assignments.
7. Communicate with Community Relations Director directly if you experience any access issues related to your Seesaw accounts.
8. If your student is using an iPad or tablet at home, you will need to download Seesaw apps for students to access assignments.

Expectations of Students

1. Check Seesaw (according to your teacher) on a daily basis.
2. Complete and submit your assignments/assessment as determined by your teachers.
3. Communicate with all of your teachers on a regular basis to check for understanding and provide updates on your progress.
4. Take advantage of teachers’ virtual “office hours” to insure you comprehend assignments and activities.
5. Communicate with the Community Relations Director directly if you experience any access issues related to your CCA Seesaw Account.

SERVICE LEARNING

Mission

Service learning at CCA is about is about developing new skills and understanding through empowering communities.

Program Goals

- To cultivate a sense of social responsibility and commitment to service within the CCA student body
- To provide transformative opportunities for CCA students to learn about and partner with our local community, national community.
- To be a part of the CCA vision - to enable our students to become lifelong learners ready to make a difference within their respective communities.

Stage 1: Investigate - Learners will understand that investigating the needs of the community makes service effective

Stage 2: Preparation and Planning - Learners understand that preparation and planning ensure that the goals and needs are met

Stage 3: Action (Direct, Indirect, Research and Advocacy) - Learners understand that implementing a plan of action generates change and results

Stage 4: Reflection (trans-disciplinary) - Learners understand that reflection is ongoing, prompting deep thinking and analysis about oneself, and one's relationship to society

Stage 5: Demonstration/Communication (trans-disciplinary) - Learners recognize that through demonstration and communication they solidify their understanding and evoke response from others

Implementation

Service Learning started in AY 2019-2020 and was incorporated with the Curriculum units and after school activities. In the 2019-2020 school year students took part in Take Action Tuesday and partnered with Msonge Organic Family Farm and the Cambridge Global Perspectives Week for composting and waste management to beautify an area in the community.

FIELD TRIPS

CCA encourages the use of field trips to supplement the academic program, and to take advantage of our location to learn about the rich history and cultures of Zanzibar and Africa. Written parental permission using the school's field trip form is required for trips off campus. Students may sometimes pay the cost of field trips in part or entirely.

STUDENT RIGHTS, RESPONSIBILITIES, AND DISCIPLINE PROCEDURES

RIGHTS

Students at CCA have the right to:

- Study and learn in a safe and secure environment that is free of harassment, prejudice and intolerance;
- Express their points of view regarding matters which affect them;
- Participate in the use and exercise of democratic methods and freedom of speech, providing they observe their responsibilities;
- Take advantage of the full program offered at CCA including student activities and sports programs, providing they observe responsibilities;
- Fair, impartial and consistent application of rules, rights and responsibilities;
- To be taught by qualified well-prepared personnel;
- To have work graded and returned within a reasonable time.

RESPONSIBILITIES

CCA students are responsible for learning and for academic and social growth and development. This is the central mission of the school. The school expects students to be respectful, tolerant and supportive of every member of the school. If a student chooses to

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behave irresponsibly, then there are consequences that will be enforced.

CCA DISCIPLINE POLICY & PROCEDURES

CCA teaching staff and administration are responsible for enforcing a firm, fair, and consistent discipline policy. Students are encouraged to develop positive qualities and strategies of self-discipline. The entire school is engaged in teaching and practicing the CCA Learner Profile and appropriate behaviors that promote a safe and caring school environment.

Students will be responsible for complying with CCA School Behavioral Agreements in the classroom, on the playground and fields, in the cafeteria, and within the context of all other school-related activities. Each student is held responsible for his or her actions when under the supervision of school personnel. Outside the hours of 7:45 am to 16:30 pm, parents or guardians are expected to adhere to all policies and procedures in this document. The parents, teachers, students, and administration at CCA work together to immediately address the problems and to help the child exercise responsibility and ethical behavior in the future.

School Expectations	
Behavior Agreement	<ul style="list-style-type: none"> • The Rights and Responsibilities of students at CCA must be adhered to inside and outside the classroom.
Classroom Rules	<ul style="list-style-type: none"> • Teachers and students work together to build classroom community rules and expectations that are in line with the school's behavior agreements. • Each teacher has the professional discretion to establish and enforce his or her own Classroom Rules that are in line with the school's behavior agreements within the classroom. • Each teacher's Classroom Rules are consistent with CCA's Rights and Responsibilities and CCA School Agreements. • Each teacher's Classroom Rules are posted in each classroom. • Each teacher is responsible for communicating his or her Classroom Rules and consequences with parents.

CCA School Behavior Agreements:

Hallway

- walk in an orderly, quiet line in the hallways, staying on the right side
- retrieve/return items to classrooms and change indoor/outdoor shoes in an organized and quiet manner
- refrain from being in hallways before school and during morning snack and lunch recesses; items need to be dropped off in classrooms upon teacher pick-up or under teacher supervision

Canteen

- At the beginning of lunch, students should wash hands correctly before eating.
- Students should be polite to other students, to teachers on duty, and to staff serving food.
- Students should eat all food before asking for a second portion, and students should be mindful of not wasting food.
- Students should finish eating before playing.
- Students should take responsibility for spilled food or other accidents. Teachers or kitchen staff can assist.
- Students should talk in indoor voices and stay seated until it is time to leave to play outside.
- Students should ask permission before leaving for bathroom use, to go to classrooms for forgotten items, etc. This will ensure that all students are properly supervised at all times.
- At the end of lunch, students should clean up areas when finished eating, carry tray to tray bucket/or compost, push in chairs, and throw away any rubbish.

Playground & Field Area

- Students should play in designated areas only.
- Students should ask permission before leaving the playing fields for any reason. This will ensure that all students are properly supervised at all times.
- Students should respect the school property and grounds. Students should use playground equipment in the manner it was designed, and they should also clean up properly at the end of play.
- Student play should be fair, show good sportsmanship, and be inclusive of all.

In General

- Violence and Bullying of any kind is prohibited; no pushing/pulling, kicking, hitting or throwing rocks anywhere.
- Students should use positive language with each other at all times.
- Students should listen to instructions from all adults.
- Students should show respect to themselves, each other, and to school property.

Use of Technology

- Students at CCA should have reasonable, monitored access to internet and technology based devices such as a computer and/or tablet at school and at home. According to the curriculum and student goals, classroom teachers will sometimes require students to use technology to complete home assignments and projects. This includes the use of the Seesaw App (see Communication).
- Electronic games and equipment must be stored and out of sight during school hours unless permitted by teachers for in school activities or projects or for special circumstances.
- Cell (mobile) phones are off and safely stored out of sight. They may ONLY be used after 3:15 pm to contact parents for pick-up or in the case of an emergency. School internet is not permitted for use on student mobile phones.
- All students are expected to adhere to the school's Digital Citizenship and Internet Safety Agreement and show a commitment to cyber safety. Students should refrain from any type of cyber-bullying or misuse.

Community Agreements in Action

As a school we expect to see positive examples of this core community agreement in action, including attention to the key responsibilities.

Underlying Value	Description	Positive Examples
Principled	Our students are expected to act with integrity, honesty, and with a strong sense of fairness, justice, and respect for themselves and others.	<ul style="list-style-type: none"> • Producing our own work and respecting the principle of academic honesty • Standing up for and defending those who are bullied • Going to the source when a problem occurs • Appreciating and promoting diversity • Promoting the sharing of cultures • Making friends across culture
Responsible	Our students are expected to take ownership of their actions and the consequences that accompany them.	<ul style="list-style-type: none"> • Being prepared for curricular and after school activities. • Meeting deadlines • Being on time • Cleaning up after yourself and others • Dressing appropriately • Respecting school property and equipment • Asking questions and seeking help when something is not understood • Working independently
Caring	Our students are expected to be open-minded, empathetic, compassionate and respectful towards the needs and feelings of others. They are also expected to make a personal commitment to service and act to make a positive difference in their school and their broader communities.	<ul style="list-style-type: none"> • Including all members of our community • Speaking to others with respect • Being kind to all community members • Being active in Community Service • Speaking our common language of English in class and respecting other languages outside of class • Using appropriate, respectful, and positive language • Going out of our way to help new members of and guests to our community • Paying attention to others when they are speaking • Greeting and addressing members of community politely • Being quiet when others are studying • Supporting school activities and initiatives

We will make formal efforts to celebrate students who follow the key responsibilities and exhibit exemplary behaviors in order to further develop them.

As a school we will also make formal efforts to address behaviors, which don't respect this agreement. To illustrate what this looks like, each of the key responsibilities have been described along with behaviors that would require discipline procedures. In such instances the school's faculty and administration will rely upon our disciplinary guidelines to help promote positive behaviors and limit negative behaviors.

When the community agreement is not respected, faculty and administration will respond in a manner to promote discussion and reflection on alternative positive behaviors. It is our goal to empower our students to learn from mistakes in order to make better decisions in the future as well as to teach them a sense of responsibility for their own behavior. Concrete examples of the steps taken when applying consequences are given in the disciplinary guidelines, but in general, the following courses of action can be expected:

1st Occurrence or Minor Situation – teacher intervenes directly with student; incident documented

2nd Occurrence or Significant Situation – teacher and/or admin intervenes directly with student and informs parents, incident documented in student file

3rd Occurrence or Severe Situation – student referred to administration; incident documented

SUSPENSION

For any incident determined to be severe, or those that are repeated at a disturbing rate, a student may be suspended from school. A suspension is a serious consequence intended to signal possible permanent removal from the community should disciplinary problems persist. *Suspensions may be in-school or out of school and will be determined by the administration.*

EXPULSION

A student recommended for expulsion will have a meeting in which the school director, the curriculum coordinator, the classroom teacher, the student, the student's family will be present. Following the meeting, the school director will present the case and make a recommendation for expulsion. The school director will make the final decision in regard to the expulsion.

ATTENDANCE POLICY

Overview

In order to meet high academic standards, regular and timely attendance in school is integral in the teaching-learning process, as most learning activities and experiences cannot be duplicated outside of the classroom and/or school environment. Given the value we place on attendance and punctuality, we have established the following policies and procedures to help ensure students attend regularly and punctually.

Attendance Policies

1. Absences may be classified as either Excused or Unexcused
 - o An absence will be marked as **excused** if it is due to illness or injury, a family emergency, or the observance of a religious event.
 - o In order for an absence to be excused, the school must receive appropriate documentation from the parent or guardian immediately upon return to school
2. A student is expected to attend school a minimum of 170 days through the year to receive year credit and be promoted to the next grade level.
3. Students who miss more than 10 days of school over the year due to **Excused Absences** may still be promoted, as determined on an individual basis at the

discretion of the Administration.

4. A student with **20 or more absences for any reason may be considered for retention.**
5. Students off campus due to school related events will be marked as Present.
6. A student must be in school for at least two hours of school to be marked Present for the day.
7. A student must be marked Present to participate in extracurricular activities that day.
8. Students who are not in class on time for morning attendance will be marked as Tardy.
 - o If a student is late to school, she/he must go first to the Business Office to sign in.
9. Students going home for illness cannot return to school until the following school day, or as advised by the school nurse.

Student Expectations

1. If a student is absent, all missed work must be made up.
2. Before an anticipated absence students are expected to meet with teachers prior to leaving and establish work to be completed.
3. Following an absence, students are to bring appropriate documentation if it is to be noted as excused.
4. Students arriving late to school are to first check in at the office.
5. Students leaving school early must have parental permission and check out with the office.

Teacher Practices

1. Classroom teachers are expected to take attendance every day. Students will mark students as present (p), absent (a), or tardy (t). Students arriving after 8:45AM for any reason, excused or unexcused, will be counted as tardy.
2. Following an absence, teachers will provide students with necessary resources and materials needed to complete missed work, when possible. Teachers are, however, **not** expected to re-teach the material to individual students except in special circumstances.

Administration Practices

1. The Administration will establish and maintain a high profile for attendance and

punctuality in order to make them a priority for all members of the community.

2. The Administration will review attendance periodically & respond proactively to potential problems.
3. If a student has 20 or more absences for any reason, the Administration may consider that student for retention. A review by the Administration, the curriculum coordinator and the student's teachers will be conducted and a final decision will be made by the School Director.
4. Students in Elementary will have an attendance report on each academic report, three times per school year.

This policy will be presented to all students and families at the beginning of each year.

PHOTOGRAPHING

Students may not photograph other students at school without their clear permission nor may they upload any photos of other students to the Internet without their clear permission. Parents are invited to sign a form to be kept on record if they do not wish their child or children to be photographed for the school's website, yearbook, etc.

TEXTBOOKS AND OTHER MATERIALS

Textbooks are provided as required for each course as part of the basic school tuition. Textbooks remain the property of the school and must be returned at the time of closure of the school year, or student withdrawal, in a condition that shows they were treated with care. Texts or other school property which, are lost, stolen or carelessly handled must be replaced at cost, including shipping and handling.

STUDENT SERVICES AND SUPPORT

GUIDANCE COUNSELING

Counseling services through the guidance office is an integral part of the total education of a student. We believe that such services are most successful with the cooperation and participation of the parents. They are responsible for:

Academic counseling - Referrals can be made for students who may have learning differences (please refer to the Learning Needs Section). It is important that a student's elementary school curriculum be consistent with what is required to pursue education in a variety of countries and contexts.

Personal counseling - Students have a wide range of personal needs. While there are no clear-cut solutions to basic human needs, the counselor attempts to provide students with an atmosphere in which they can express their ideas and feelings. Students can ask to see the counselor at any time. They may also be referred for

personal counseling for such reasons as indifference, boredom, failure to do assignments, classroom disturbances, intolerance of peers, sudden change in behavior, etc.

Bullying prevention – Bullying is considered to be repeated or habitual verbal/physical abuse, threatening, aggression, or intimidation. As a school, we are committed to preventing bullying and stopping it immediately if it occurs. The school leads school-wide bullying prevention efforts and is available to address any instances of bullying or suspected bullying.

For more information about bullying refer to the Child Protection Handbook.

MEDICAL SERVICE

Parents of students are required to complete a health form, including listing any known allergies, as part of the admissions process for each student. This information is needed to insure that students are able to function safely and comfortably in school and at school sponsored events. We will request updated medical records as needed. Parents will be informed of any major health issues that come to our attention.

If a student is sent home for serious medical concern, he or she is not permitted to return to school until the next day, or as recommended by the school a physician.

PERSONAL SOCIAL, AND HEALTH EDUCATION (PSHE)

Life skills and health education issues are addressed at various times in the Elementary School. Some of the information may be delivered through the curriculum themes, English, or Physical Education. In addition, students participate in PSHE (Personal, Social, and Health Education) one class period per week 2/3 terms. A schoolteacher that has training in counseling teaches this course. PHSE covers a variety of social & emotional issues relevant to students' developmental needs. Students in grade 4 and up also participate in an age-appropriate sexual health course taught. At this level, the course focuses on puberty and positive relationships.

INFORMATION LITERACY (LIBRARY) SERVICES

Collection

Our library collection contains a growing number of resources for Early Childhood, Elementary, and Secondary students. We have recently doubled our collection from approximately 100 printed materials to 200 printed materials and we are still growing to reach 4000. In the future, we hope to add a number of electronic and web-based resources.

Borrowing Guidelines

Students may borrow materials for a period of one week. Students, staff, and parents must return overdue books before new books may be checked out.

Borrowing limits are as follows:

- Nursery-Grade 6: 2 books
- Grades 6-9: 4books
- Parents: 4 books
- Teachers may check out an unlimited number of books for curriculum use, or 4 items for personal use.

Selection Policy

All print and digital resources are selected and reviewed for adherence to Crown City Academy's school wide mission, vision and objectives. Materials are also carefully selected for student reading level and emotional maturity level. Please see the school's teacher-librarian if you have questions or concerns about materials.

Lost or Damaged Materials

Notification of overdue books will be sent via email. Parents are expected to pay for lost or damaged materials from the library. Lost or damaged materials will need to be replaced and the CCA business office handles all procedures for replacement or payment. Please contact the teacher-librarian if you have lost or damaged materials.

STEAM (science, technology, engineering, arts, and math) and a 'passion project' directed by individual student interest.

TUTORING

From time to time, the school may recommend that a student work with a private tutor outside of school hours. The school can recommend a tutor for parents to use at their own discretion and cost. Members of the CCA faculty are available on a limited basis to help to students outside scheduled class time. However, faculty may not charge a fee to tutor students in their own courses.

AFTER SCHOOL ACTIVITIES PROGRAM

There is an active after school activities program for elementary students which may include:*

Football
Basketball
Volleyball
Yoga
Taekwondo

Judo
Fencing
Art
Music
Drama Club

Yearbook
Student Council
French Club
Cooking Club

Activities are offered each term, while some athletics teams will run for a semester. Activities may be limited to certain age groups, numbers of students, etc. Some clubs may carry a fee. The fees are non negotiable. Issuing refunds due to club cancelation, weather, or student absences is up to the discretion of the School Director. In general, fees will not be refunded. Fees may be paid to the school office in advance of the student beginning the activity.

Students participating in field trips or activities may be asked to pay for travel costs. Parent participation in any of the above activities is welcomed and encouraged. If you are interested in beginning a club or activity, please contact our Community Relations Director.

** Some clubs are offered year-round, while others may be offered for one quarter only. Actual offerings may vary based on interest. **CCA is the first school in Zanzibar to have a Lineage Pilates Gymnastics program please see our website for more information.***

SECURITY

DROP OFF AND PICK UP

Drop-off: 8:00 – 8:20 am

Before 8:00, students will not be permitted to enter the building. There is minimal supervision prior to 8:00 am, therefore students that arrive before teachers arrive are not permitted to wander outside of designated areas on the playground. They are not permitted to play with school equipment prior to the teaching staff arriving. Typically the staff on the grounds prior to 8:00am include the school director, school gardener, cleaners, and the school security guard.

At 8:30, students are gathered for the morning assembly. Every morning we sing the National Anthem of the host country. At 8:45 students are lined up with their designated teacher and go to class.

It is extremely important that students come to school on time each day.

Pick-up: 14:30-16:30

At 14:30, classroom teachers will release students to the front courtyard for parent and bus pick-up. If students are in after school activities they will be dismissed to that activity.

Classroom teachers and assistants are responsible for supervising students' transition to after school clubs. Students are not permitted to wait for siblings without going to a club. They must be engaged in an activity after school to ensure proper supervision. If a student is not enrolled in after school club, classroom teachers and/or the curriculum coordinator will take them to the administrative office to wait to be picked up or play outside **if** there is supervision.

SUPERVISION AFTER CLASS

Students should leave campus after regular school hours unless they have a supervised activity. After 16:30 and before 08:00AM the next morning the campus is off limits to students without permission and direct supervision or a school planned activity.

EMERGENCY DRILLS

Evacuation drills are held regularly and participation by all students and staff is mandatory. A thorough set of instructions is posted and reviewed with students periodically by teachers. Students participate in earthquake drills, fire drills, and lockdown (intruder) drills.

GENERAL SECURITY

Students are not permitted to leave the campus during school hours without permission of a parent or guardian. Parents who wish to pick up their children before regular dismissal should report to the school office before taking the child from campus. In situations other than an emergency, a note should be sent to the school office requesting early dismissal prior to the student's departure. If a person unknown to the school and other than the parent is to pick up the student, this may only occur by mutual arrangement between the school and the parent. Written permission is required for the release of a student to anyone other than a parent or a designated representative. That person has to record their ID at the guard's station. Additionally CCA will give all families a car sticker for easy identification upon arrival at the school.

PARENT/GUARDIAN RECOGNITION

Only the parent or legal guardian is recognized to give permission for participation in school activities, sign forms, write notes of absence, allow students to return home in case of illness and pick up students from school. Any person designated to do so other than the parent/guardian must be communicated to the administration in writing, stating clearly the dates during which the alternate will act as the parent/guardian. Ordinarily, students must be residing with the parent/guardian while attending CCA, and must have regular supervision.

Please inform the school and the classroom teacher of any extended absences outside of Zanzibar by the legal parents and/or legal guardians before they occur. Parents are required to put in writing for any extended absences. Please ensure the school has proper records for contact information for parents while traveling as well as contact information for the temporary caregiver.

PERSONAL PROPERTY

Students are responsible for their own personal property and for items brought to school. Whenever possible, personal belongings should be labeled. Students found in possession of another student's property without permission may be considered guilty of theft. Students

are strongly advised not to bring large amounts of money or valuable property to school. The school will not be responsible for replacing missing items.

VISITORS

All visitors are required to check in with security, report to the school office after entering the main gate, and wear a visitor's pass while on school property. If something needs to be delivered to a student it should be done only through the school office. No parent should seek out a student or teacher without reporting to the school office staff.

Permission to bring a student guest to school should be sought in advance from the School Director. If a student is granted permission to take a guest with him/her during the day, the host should introduce the guest to the curriculum coordinator and the teachers at the beginning of the day. The teacher has the right to not accept a guest into a particular class for educational reasons. Visits should be limited to no more than two school days.

SCHOOL CLOSURE

The school will provide parents with any necessary emergency closure information via email, phone call, notes home, or other means. Students will remain on campus until released by school authorities and should be picked up by parents or a designated representative. Written permission is required for the release of a student to anyone other than a parent or a designated representative. Students must remain at school until picked up by an authorized representative. Please also see the Blended Learning procedures for more information about academics during a school closure.

PARENT CODE OF CONDUCT

In order to facilitate professional & meaningful relationships between school & home, all parents must sign the CCA Parent Agreement at the beginning of each school year. This document outlines the Rights & Responsibilities of parents in the CCA community. This will be shared and signed electronically and discussed at Back to School Night annually.

COMMUNICATIONS

CHANNELS OF COMMUNICATION

Teachers may be contacted in person before or after school, by email, through Whatsapp classroom groups, Seesaw, or by calling the school office and requesting a return phone call. We encourage parents to contact teachers directly so they are able to promptly address any questions or concerns.

We believe that most concerns are best resolved at their point of origin, using the following procedure:

1. Speak first to the person closest to the concern, e.g. the classroom teacher. If the concern relates to general school matters, policies or administrative decisions, you should speak to the School Director. The School Director can be reached at: director@ccazanzibar.com/admin@ccazanzibar.com

NOTE: For safety and security reasons, teachers are not permitted to give out personal student or family information to other parents or students. This includes personal or work related phone numbers or email addresses. Please contact the School Director if there are questions related to this issue.

COMMUNICATION BETWEEN SCHOOL AND HOME

At CCA, we believe that parents and teachers should be partners in a child's success at school, and therefore we value frequent, honest, and useful communication about the academic, social and behavioral well being of all students.

Parents can expect to receive home-school communication in the following ways:

1. Parents will receive general communication from the classroom teacher at least twice per month about events and academics in the form of a school newsletter. The purpose of this communication is to inform parents of upcoming school-wide or in-class events. It is also an update on current topics, projects, or units covered in your child's classroom. This communication may be in electronic or paper form, and the choice of formatting is left up to the Community Relations discretion. Mainly the school website will hold the school newsletters. You can access it at ccazanzibar.com.
2. Seesaw - Seesaw is a web-based app designed to bridge communication between school and home through digital student portfolios that can only be seen by designated teachers, students, and parents. All teachers will use Seesaw to communicate. Some examples of ways teachers will use Seesaw are: photos of classroom activities, individual student assessments, and for individual and group assignments. Seesaw is also an easy way to send text based messages between school and home. **All parents are required to sign up for Seesaw if they do not already have an account. The Curriculum Coordinator will provide more information at the time of Back to School Night.** Further information about the Seesaw app and a free download are located at: <https://web.seesaw.me/>

3. Parents will receive communication about individual student behavior and assignment completion on an as needed basis. The frequency of this communication is left up to the discretion of the classroom teacher.
4. Academic reports are sent home three times per year. These reports show student progress in academic and self -developmental areas. (See the section on assessment for more information about how students are evaluated for reports.)
5. The School Director and/or the Community Relations Director send school-wide communication updates. As we move to a more environmentally friendly model, this communication will be sent most frequently by email. **Please ensure the school has an accurate email address for each family so these communications are received.**

PARENT/TEACHER CONFERENCES

School parent-teacher conferences are held once a term. All parents are invited to participate in conferences to encourage face-to-face feedback about student progress. Student portfolios will be shared with parents during this time. Parents and teachers may schedule additional conferences as needed.

MISCELLANEOUS

LOST AND FOUND

Lost and found cupboards are located near school pantry. Items not collected from lost and found are periodically donated to local organizations. **Please label student personal items such as water bottles, jackets, lunch bags, hats, etc. with full name, grade level, and classroom teacher name.** This will allow teachers, students, and staff to return lost items promptly.

PETS

Dogs or other pets are not permitted on school grounds.

SMOKE FREE CAMPUS

CCA is a smoke-free workplace. Smoking and the use of tobacco products are prohibited for everybody in or on all school facilities and property.

LUNCH

Students will eat together on campus at a designated time. Students may bring packed lunches from home. CCA does provide a school breakfast and lunch provided by Ukoo It's Refreshing and Msonge Organic Family Farm of Zanzibar. Further CCA has a school garden that supplements our meals at school. Our garden grows sugar canes, star fruits, papaya, sour sop, jack fruit, and coconuts.

Please **do not** send students with carbonated beverages (soda) or excessive sweets. Students that want to share their daily snacks/lunches with each others, must make sure to bring enough to share with all students to minimize conflicts.

BIRTHDAYS

At CCA we love to celebrate birthdays and we encourage parents to remind us so that we can address it on the day by singing the Happy Birthday song. Any family that wishes to celebrate a student's birthday at school should first contact the administrative office. We typically require families to notify the office in advance of any plans to celebrate at school. Additionally, we ask that parents celebrate on Fridays during our afternoon assembly time (14:00-14:30).

For birthdays that are celebrated at school and/or outside of school hours, please make sure that if you are inviting kids from school, it is mandatory that all kids from affected classes are invited. Our school community is small enough that other kids can easily feel left out. We want to model positive social skills and not weaponize social gatherings.

LEAVING CCA

To request withdrawal from school, the parent must notify the administration in writing. If tuition and/or fees or fines have not been paid, school records will not be released. Please allow the school at least 30 days' notice in order to prepare report cards and records. **Please note** that tuition fees, annual fees including activity fees are **NON – REFUNDABLE**. **Please refer** to the board policy section 3.4 grievances.

When families leave Zanzibar and apply to other schools around the world, CCA administration and faculty can write recommendations and proctor other schools' entrance exams on request. Please contact the curriculum coordinator or School Director in this event.

Last Edited: April 2020