INTERNATIONAL SCHOOL OF MOROCCO

Inspire, Nurture, Cultivate, Create, Collaborate



Parent Pupil Handbook

(Parent Teacher Handbook)

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Welcome

Thank you for committing to the mission of the International School of Morocco!

Our mission identifies the type of school we are and the type of pupils we produce. Our main pillars; Inspire Next Generation Learners, Nurture Global Citizens, Cultivate Learning, Create Community and Collaborate are what gives ISM its reputation within the community. Our attention to individual needs by keeping classes small, our family atmosphere and the warm nurturing of each child's values and character, helps each child and pupil attain his or her personal goals.

Encouraging our pupils to be inquirers, creative, problem solvers, communicators and collaborators help our pupils become "future ready", prepared for the uncertainty technological advances have in store for the future. By creating learning spaces for pupils to wonder, explore, and create, ISM pupils have opportunities to become future leaders in a complex global society. Our commitment to creating knowledgeable, international pupils can be observed through our community service programs, and projects that deal with solving our world's complex problems such as hunger, poverty, climate change and other UN Sustainable Development Goals (http://www.un.org/sustainabledevelopment/sustainable-development-goals).
Our role is to help pupils develop these skills and interests as they grow by offering a challenging and balanced curriculum taught by engaged, qualified educators.

Over its 15 years as an accredited, quality school, ISM continues to model excellence through "a curriculum based on high expectations for pupil learning, a pupil-centred approach to instruction and teachers committed to creating engaging learning environments". This is our assurance to you that your children are in good hands!

Sincerely,

Younes Mellouki
Director

INTERNATIONAL SCHOOL OF MOROCCO

Inspire, Nurture, Cultivate, Create, Collaborate

ISM mission and philosophy

Our mission

The International School of Morocco prepares pupils to succeed as responsible global citizens in an ever changing, increasingly interdependent, world. We achieve this through adherence to high standards of academic excellence and a dedication to modelling and promoting principles of respect and integrity.

Our pillars

We as a community:

1. Inspire Next Generation Learners - self-directed, multi-lingual, digitally aware, creative, innovative, problem solvers, inquirers, and develop authentic entrepreneurial opportunities.

2. Nurture Global Citizens - service learners, international pupils, open-minded, diverse understanding.

3. Cultivate Learning - passionate community partnering to nurture each child through the learning cycle, professional staff focused on pupil's individual needs and building environments as the third teacher.

4. Create Community - develop a school that cares for and supports its community through activities that spark community initiative beyond the walls of the school/ classroom.

5. Collaborate - develop networks to support pupil learning, cooperative opportunities, research and development partnering.

Our goals

1. Prepare pupils for a rapidly changing future.

2. Adapt learning environments that allow pupils to be self-confident, responsible citizens and Inquirers.

3. Foster enthusiasm for learning, creating and innovating.

4. Encourage adventurous, undaunted learning.

5. Inspire pupils to be innovative and independent learners.

6. Have pupils understand that the choices we make have a global impact.

Academic program

Curriculum

The International School of Morocco curriculum follows the UK National Curriculum nestled within an integrated framework. Standards are stated for each area of the curriculum, with benchmarks and indicators specified within standards for each grade level to ensure that goals are being met. The ISM curriculum is designed to support an integrated and balanced approach to instruction and includes the following areas:

- Literacy and language
- Mathematics
- Citizenship (KS 3 and 4)
- Music (up to KS5)
- Art (up to KS4)
- Physical Education (up to KS 4)
- Design and Technology (up to KS4)
- World Languages (French and Arabic)
- Science and Social studies are integrated in an inquiry unit in Primary School (KS1-2), and becomes Science and Humanities in KS3. Science then becomes Biology, Physics and Chemistry in KS 4. Humanities becomes History in KS4.

Language Support

Pupils' language skills in English, French and Arabic are assessed upon admittance to the school and at regular intervals thereafter for purposes of placement, instructional planning and reporting. It is expected that parents will continue to provide mother tongue support for pupils in the home, particularly in homes where English is not the primary language spoken. French and Arabic are offered during the school day for mother-tongue speakers, but as English is the primary language of instruction pupils will continue to need language and literacy support at home if one or more of these languages is spoken regularly within the family.

Assessment & promotion

Pupil progress and performance is assessed at regular intervals and at multiple levels. In order to ensure that assessments accurately reflect a pupil's level of learning and understanding these may take a variety of forms.

Initial admittance to the International School of Morocco does not guarantee that a pupil will automatically be offered a spot for subsequent grade levels. Continuance at ISM will depend on pupil performance, behaviour, attendance and level of family commitment to supporting the International School of Morocco mission and philosophy.

The International School of Morocco reserves the right to ask that a pupil be withdrawn if:

- The pupil's academic, personal, social, or emotional needs cannot be met by the available ISM resources and staff
- The pupil's behaviour jeopardizes the welfare of the school community
- The pupil's parents or guardians consistently refuse to comply with and support school policies and/or recommendations of the instructional team
- The pupil is excessively absent, having missed 25 or more days within any single academic year.
- School fees are not paid in accordance with the ISM financial regulations

In KS3 pupils must receive a 4 or higher to pass a subject. Pupils who fail two subjects may have to repeat the year level. To pass a subject course pupils can have a 3 in two terms but then must have no lower than a 5 in one term to pass the year.

Report cards and conferences

Report cards are issued at the end of each term. Report cards will be discussed at parent-teacher conferences scheduled for this purpose. It is strongly urged that, if applicable, both parents be in attendance at conferences.

Conferences will be scheduled by the school on specified conference days, as noted on the school calendar. If for any reason parents are unable to attend the conference on this date please contact the school to reschedule as soon as possible. Report cards will not be sent home with pupils.

For pupils not achieving expectations conferences will be scheduled by the teacher no later than mid-trimester, in order that issues may be addressed and actions taken in an effort to bring that pupil's level of performance up to expectations by reporting time.

For specific concerns teachers or parents may schedule conferences as needed.

Grading

Report cards will reflect the level at which pupils are meeting expectations in each subject area, according to the following rubric:

Primary School – Key stages 1 and 2

EE: Exceeds expectations	ME: Meets expectations	AE: Approaches expectations	BE: Below expectations	NA: Not apparent
The pupil often exceeds the expectations for his/her grade. The pupil grasps, applies and extends key concepts, processes and skills above his/her grade.	The pupil regularly demonstrates proficiency in the majority of the expectations for his/her grade. The pupil, with few errors, grasps and applies key concepts, processes and skills for his/her grade.	The pupil is beginning to meet the expectations for his/her grade. The pupil is beginning to grasp and apply key concepts, processes and skills for his/her grade.	The pupil is not meeting expectations for his/her grade. The pupil is not grasping key concepts, processes and essential skills for his/her grade level.	Not enough information (pupil work, observations, assessment responses, language fluency, etc.) is available to make an accurate assessment of achievement.

Effort: 4 - consistently 3 – usually 2 – sometimes 1- seldom

New pupils who have been enrolled for less than 50% of a unit or trimester may not have grades reported for that unit or trimester. Pupils who have been absent for 50% or more of a unit or trimester may not have grades reported for that unit or trimester.

Experiential Programmes

Outdoor Experiential Education

Our outdoor experiential education programme aims to provide pupils the opportunity to develop inter- and intra-personal outdoor pursuits focused on personal growth. The benefits of this programme include increased self-esteem, increased self-concept, improved mental health, increased academic achievement, improved physical fitness, and improved social skills.
In Early Years these experiences could include nature walks, nature exploration and investigations as well as plants investigations and conservation.
In Primary these experiences could include conservation activities such as growing native plants, waste removal, outdoor journey activities with land and water, and leadership opportunities.

Environmental Awareness

Our goal is to raise environmental awareness around environmental issues such as climate change, global warming, water scarcity, droughts deforestation, and pollution. Through our Outdoor Experiential Education pupils are exposed to the effects of these issues which they take back into the classroom and connect to “big ideas” and concepts they are covering in their units of inquiry. By using the UN Sustainable goals as a framework, adults and pupils brainstorm ways to solve these global issues which could lead to personal actions by pupils.

In Early Years, awareness activities could include investigating under rocks and on plants, exploring beach environments and ponds, observing nature and exploring natural environments and habitats, as well as learning about minimizing human impact on natural areas.

In Primary, awareness activities could include astronomy, introduction to hazards in natural environments, field investigations of weather and past weather, physical effects of temperature, wind and rainfall, explore the ecological impact of introduced plants and animals and engage in conservation projects.

Service Learning and Social Entrepreneurship in Secondary School

To prepare our primary pupils for future academic success and global citizenship, we draw inspiration from secondary-level frameworks for Service Learning and Social Entrepreneurship. By introducing these concepts through age-appropriate, hands-on projects, we lay a vital foundation for empathy, business acumen, and social justice before students reach secondary school. The framework is defined as follows:

Service Learning is more than just community service. It is action that results from community service experiences. This action responds to community needs, achieves specific goals, builds specific skills, allows direct collaboration with those in need and builds empathy, challenging pre-existing ideas and values.

Social Entrepreneurship allows pupils to develop a social enterprise that builds practical and creative skills required to run a business, developing their skills for learning, life and work while enriching their sense of social justice. Social Entrepreneurship;

“it starts with the young people’s concerns and then motivates them to find entrepreneurial solutions, showing them that they can be agents of change wherever they are.”
© British Council

The ISM Community

Character education

Character education is an important aspect of the ISM curriculum and is an integral part of daily instruction and school life. The ISM character traits are good habits of all learners - appropriate behaviours for school and adulthood leading to good citizenship and positive, well-rounded character. These traits are deliberately taught, modelled and reinforced throughout the ISM curriculum and by all ISM administration, faculty and staff.

Members of the ISM community strive to be:

- Reflective
- Communicators
- Inquirers
- Risk-takers
- Open-minded
- Thinkers
- Knowledgeable
- Balanced
- Caring
- Principled

Community involvement

At ISM we are committed to fostering in our children a first-hand awareness of and appreciation for community involvement at both local and international levels. Each grade will have the opportunity to participate in a year- long community service project addressing social or environmental issues. We are also involved in school-wide service projects through partnerships with organizations such as Amis des Ecoles. Participation in international initiatives serves to further strengthen the understanding that people of all ages have an important role to play as global citizens.

Family foundations

- Parent workshops

A strong home-school partnership is essential to your child's success at ISM. In addition to providing mother tongue support and participation in parent-teacher conferences, parents are expected to attend a minimum of three parent workshops throughout the year, each addressing a particular area of the curriculum and ways in which families can support their child's development in this area at home. Parent workshops will focus on literacy and language, inquiry and exploration in math and science and social growth and learner traits.

- Parent Organization

  All parents are automatically members of our Parent Organization (PO). The PO helps to organize community events. ISME members may also participate in arranging enrichment activities to enhance the curriculum, celebrate the diversity of the ISM family, further strengthen the relationship between home and school, or promote open communication and cooperation between all members of the ISM community.

Learning support

Our goal at the International School of Morocco is to provide all children with the individualized and differentiated support they need to become successful pupils at ISM. However, there may be cases in which a pupil's learning needs are beyond what the ISM staff is qualified to provide. The instructional team may recommend additional support or services for pupils and an individualized education plan may be created. Recommended support or services may include, but are not limited to, external assessments, occupational therapy, speech and language therapy, personal assistants or private tutors. This additional support is provided by the parents through recommendations by the school. ***These recommendations outlined in the IEP are essential in supporting your child's learning. Without parent support we may not be able to meet the needs of your child and may result in the child not being invited back for re-enrolment the following year***. Cases in which pupils who are receiving additional support, and for whom an IEP is in place, will be reviewed at specific intervals to determine if the International School of Morocco can continue to provide for their needs. Pupils wishing to enrol in the HS program with IEPs will be reviewed on an individual basis and it will be determined if ISM is able to meet the needs of the pupil in order to successfully complete the A Level.

Upon application to the school, parents are expected to provide information regarding any possible learning or behavioural differences, psychological evaluations or treatments, or IEPs from previous schools. **By not reporting this information to the school parents may be delaying the academic growth of your child and may result in the pupil not being considered for reenrolment.**

Family support:

Family support of educational, social, personal and emotional needs is an essential element of your child's success at the International School of Morocco. We fully understand the stresses and demands of being a full-time parent, in addition to other work and community commitments, and know that all families strive to give their child the support they need while also balancing the demands of a busy schedule. However, quality time spent with your child has an enormous impact on their development. In order to fulfil our mission as educators we need your support at home in areas such as language development, literacy foundations, social and emotional skills, inquiry and creative development. Throughout the year we offer parent workshops that all parents are expected to attend, at least one per term.

School home communications

We strive to keep the lines of communication between school and home as open as possible. Parents will receive regular updates on what pupils are doing in class via an online portal (ie SeeSaw) and through our curriculum posted our school website. Teachers and parents alike should communicate individual concerns promptly via written notes or emails. You may also call the school and leave a message, but be advised that teachers will not be able to accept calls while they are in class unless it is an emergency.

Any concerns regarding your child's progress should be brought directly to the attention of her/his classroom teacher. If you would like to schedule a conference, please let the teacher know. Keep in mind that a friendly "How's she doing?" at drop-off or pick-up times is likely to receive an equally friendly response, but if you have deeper concerns and need a more thought-out and detailed answer it is best to schedule a formal conference time.
If after contacting the classroom teacher you still feel that your questions or concerns have not been adequately addressed then you may choose to contact the Head of School to discuss the matter further. Please see the ISM "Parent Complaints Policies and Procedures" document in this handbook. This document is also available for review in the Administrative Office.

Pupil life

Arrivals and dismissals

The school day begins at 8:30 and ends at 3:30, Monday through Friday. Pupils should arrive by 8:25 in order to get settled in their classrooms and be ready to start the day promptly at 8:30. Pupils arriving after 8:30 must be taken to the office to be signed in by a parent. They will be given a tardy slip and escorted to class.

If a pupil is **absent for 10 or more days within a trimester, or 25 or more days within one academic year**, a conference will be scheduled with the parents and that pupil will be placed on probation for a period (trimester or full academic year) to be determined by the Leadership Team.

Pupils must be picked up at promptly at dismissal time. This applies to regularly scheduled school days, early dismissal days or for any extracurricular activities. We do not provide after school childcare services and may not have appropriate staff available to supervise your child after the pick-up time. If you have encountered an emergency and will be late picking up your child, please let Administration know right away. Late fees will incur for pupils who are habitually picked up past dismissal time.

The ISM Administration must be notified *in writing* if someone other than the regular driver will be picking up your child, or if they will be going home with someone else. Email is preferred whenever possible or a direct phone call.

Please notify the school as soon as possible if your child will be:

- late or absent for the day
- picked up early
- picked up by someone other than the usual parent/driver

Attendance

The ISM curriculum and teaching methodologies depend on pupils' active participation in hands-on activities, explorations and discussions that maximize the use of daily instructional time and pupil interactions. Even a brief absence can result in significant chunks of missing information and essential skills application that can be difficult to make up. Excessive absences may adversely affect a child's overall performance for the school year and can result in their not being promoted to the next class or being withdrawn from the school.

If a pupil is absent please send us an email or note of explanation as soon as possible. **Pupils absent 3 days or more must provide a note from a doctor explaining the reason for the absence.**

Pupils who have more than 5 tardies in a term will be counted as one day absent. Pupils who reach 10 tardies will be counted as another day absent within that term. The same process will occur for each term.

If a pupil is **absent for 10 or more days within a trimester, or 25 or more days within one academic year**, a conference will be scheduled with the parents and that pupil will be placed on probation for a period (trimester or full academic year) to be determined by the Leadership Team. **Pupils who do not meet the ISM attendance guidelines within that probationary period may result in the pupil repeating that school year or withdrawal from the school.**

If you know that your child will be absent, please contact the teacher so that appropriate homework and make-up assignments can be prepared in advance. Administration should also be notified in writing of any planned absences.

Extended family trips should be scheduled around the ISM calendar, so that pupils are able to maximize instructional time and keep absences to a minimum.

Academic integrity

A strong sense of integrity is essential to the academic, social and emotional development of all children and honest and ethical behaviour is an essential building block of the learning process. ISM pupils are expected to adhere to principles of academic integrity. Dishonest behaviours such as cheating and plagiarism are not tolerated and may result in suspension or expulsion.

Pupil behaviour

At ISM we teach and model respect in all that we do: respect for others, respect for our environment and respect for self. This applies to all interactions within the community, on and off the premises: in the classroom, on the playground, on the school bus, during field trips and at community functions. Pupils are expected to model respect in their actions and with their words.

As a multilingual community, we also model respect with the ways in which we use our various languages. Language skills must be used to include, not exclude. Examples of using language to exclude might be speaking a different language to block someone from participating in a conversation or social activity making derogatory comments about a bystander.

Pupils who repeatedly violate these expectations will be referred to the Head of School.

Fighting, intimidation, threats, bullying, name calling, racial or gender slurs, stealing, or vandalism will not be tolerated at ISM. Acts of this nature will be reported directly to the Head of School and may result in suspension or expulsion.

Dress code

The ISM school uniform is to be worn by all pupils each day. This consists of navy blue bottoms (pants, shorts, skirt), the ISM logo shirt, the ISM logo jumper and the ISM logo hat. All pupils need to wear their PE kit to school on days when they have PE class. **Uniforms must be purchased from the school**. Any visible underclothing (undershirts, tights, leggings, etc.) must be in solid, neutral colours only: navy, black, white, grey.

Uniforms must be clean and in good condition. Torn or excessively faded material is not permitted. Pupils wearing torn or excessively faded uniforms will receive a warning, and may be given a replacement by the school if repeated. Parents will be billed for any replacement items.

Pupils in Discovery through Year 2 are required to have a change of clothes available at school at all times.

Skirts and shorts must be at least "fingertip" length (the hem is at or below the fingertips when arms are extended straight down by the sides).

Pupils who come to school without the correct uniform will be sent to the administrative office and given a warning or a uniform, for which the parents may be billed. Pupils who come to school 3 or more times without the proper uniform may be sent home for the day. If a pupil is sent home for being out of uniform he or she will be counted absent for that day.

*PLEASE ENSURE THAT YOUR CHILD'S NAME IS WRITTEN CLEARLY ON THE INSIDE OF ALL CLOTHING ITEMS, INCLUDING CAPS.

- **Spirit days**

  For special "spirit" days children may be given permission to wear other types of clothing. However, guidelines for appropriate dress will still apply. The following are not permitted: thin "spaghetti" straps, halter tops, strapless or midriff-baring tops, short skirts or shorts ("fingertip" rule – see above), offensive slogans or logos, or exposed underwear. Hats or hoods are not to be worn inside the buildings.

- **Shoes**

  Pupils should wear closed, rubber-soled, flat shoes that stay securely on the feet and do not slip. On PE days pupils should wear sport shoes. Younger pupils should be able to put on and take off their own shoes quickly and easily.
  Slip on sandals (flip flops) and "Crocs" or clogs are not permitted.

- **Jewellery**

  We recommend that pupils not wear valuable jewellery to school. ISM cannot be held responsible for valuable items that may be lost, stolen, or damaged.

Swimsuits (when a swimming programme is offered)

To participate in swimming for PE classes pupils must have the following items. These should be brought to school on scheduled PE days.

- Bathing suit: Modest 1 piece for girls, trunks for boys (Please avoid 2-piece or "Speedo"-style suits.)
- Flip flops (sandals)
- Goggles
- Swim cap
- Towel
- Plastic bag

Health and safety

Parents are asked to ensure that medical forms remain updated. If any medical information changes for your child (diagnosed allergies, recent medical or psychological conditions, medication to be taken, etc.) please notify the Administration immediately.

Please do not send medication to school in your child's lunchbox for them to self-administer. The classroom teacher must be notified in writing of any medications to be taken by a pupil. Teachers will not be permitted to administer medication of any kind without prior written permission from the parent. Requests to administer medication must be accompanied by a copy of the medical prescription. Information on the name of the medication, dose to be given and schedule to be followed, must be made legible.

Pupils who are participating in swimming activities must submit a separate permission and health verification form.

School transportation

ISM may offer transportation for pupils living in certain areas of the city, at an extra charge. We ask that families please respect the driver's route schedule and be on time for pick up and drop off. Pupils riding school transportation are expected to adhere to school wide principles of safe and respectful behaviour, as outlined below.

Changes in drop off or pick up must be communicated to the school in writing. Email is preferred whenever possible, but you may also write a note to the teacher.
Changes that need to be communicated include:

- Asking the driver to drop off or pick up children at a different location
- Cancelling drop off or pick up
- Sending a different driver/person to pick up pupils after school

Please note that:
For the safety of our pupils, children will NOT be allowed to be picked up or met by people (friends, family members, employees) other than parents without prior written authorization.
If the van or bus is dropping off the children and they will be met by someone other than the parents, the school must have the following information in writing:

-name of the person
- their relation or position (aunt, grandmother, maid, driver, etc.)
-a photo of the person

An authorized adult MUST meet pupils arriving by bus and must be on time to meet the bus. It is not the driver's job to wait with pupils for parents to arrive.

If there is no authorized adult to meet the bus the driver may be forced to bring the children back to the school. If this occurs frequently fines may apply and/or the service may be cancelled for that pupil.

Medical emergencies

ISM does not have an on-site nurse. In case of medical emergency parents will be notified immediately and asked to pick up their child. For this reason it is imperative that the school have updated emergency contact information for parents at all times.

For more information on ISM procedures for handling emergency situations please see the ISM Emergency Procedures document.

Emergency closings/evacuations

In the case of an emergency school closing or evacuation parents will be notified directly by the ISM Leadership Team.

For more information on ISM procedures for handling emergency situations please see the ISM Emergency Procedures document.

School supplies

The school provides pencils, crayons and other basic school supplies. Classroom teachers will provide parents with a list of any special school supplies that might be required for a class. As we often spend a lot of time outdoors pupils should have a hat available at all times.
Year 7-13 pupils must provide their own laptop, head phones, compass set with

protractor, and graphing calculator. In Y7-13 pupils are required to supply pens erasers, pencils and a pencil case for school purposes. Pupils are responsible for the safe keeping of these devices and tools.

Children in Discovery, Nursery, Reception and Year 1 should also have a change of clothes, to be kept at the school in case of emergency.

School bags

Every pupil should have a school bag to carry books and papers back and forth from school to home. The bag should be large enough to hold a picture book or a folder (at least 23 x 32 centimetres).

Pupil property

Electronic games and tablets are permitted only with permission from the classroom teacher and are not allowed at recess.

The International School of Morocco accepts no responsibility for pupil property (including jewellery) lost, stolen, or damaged on the premises.

Smart Phones

Smart phones can not be used in school. Pupils who are found texting, listening to music, playing video games, taking pictures without permission or accessing the internet to download or watch videos without permission may result in a one day suspension with the confiscation of the phone. A second occurrence may result in a two day suspension with the pupil no longer able to bring a smart phone to school.

Lunch & snacks

Snacks are not provided by the school. Pupils are allowed to bring healthy snacks to eat during snack time. Pupils who bring their own snack must comply with the UK Eat Well guidelines (https://www.nhs.uk/live-well/eat-well/) for balanced healthy snacks. Sweeties (candies), chocolate bars, packaged cakes and cookies and purchased snack food are not allowed.

Pupils may purchase a balanced hot lunch from the school cafeteria, or they may bring their own. Pupils who choose to bring their own lunch must comply with the UK Eat Well guidelines (https://www.nhs.uk/live-well/eat-well/) for balanced healthy meals. Crisps (potato chips), sweeties (candies), chocolate bars, packaged cakes and cookies and purchased “fast” food (McDonald’s, etc.) are not allowed.
Baked goods are allowed as long as they are healthy in nature and are not brought on a daily basis. Bottled drinking water is provided for pupils. No soft drinks, caffeinated or

sport drinks are allowed at school.

For safety and health reasons, pupils are not permitted to have snacks outside after dismissal time. Pupils participating in the after school activity will report to the cafeteria directly after school if they need to eat their healthy snack from home.

Library books

Pupils may check out books from the school library, for a period of time to be determined by the librarian. Please ensure that these books are treated with care so that they may continue to be enjoyed in good condition by ISM pupils.
Books should be returned by the assigned due date. Parents will be asked to reimburse the school for any books that are lost or destroyed.

Homework

Homework will be given at the discretion of the classroom teacher. Please review the Homework Policy in the Appendix.

Birthdays

Pupils may choose to share a brief birthday celebration with classmates at the end of lunch or snack. Please check with your child's classroom teacher on the best time. Classroom teachers should be notified of a birthday celebration at least one week in advance, so that he/she may coordinate which **playtime**, **not class time,** to schedule for the celebration. Pupils may share a baked treat (cake, cupcakes, cookie, etc.) in sufficient amounts for each pupil in the group. Please do not bring gift bags, party favours, drinks, candy or other foods. Ask the teacher about any food allergies so that these may be accommodated for appropriately and no one gets left out.

School Bus Rider Rules

Please take note of our school bus rider rules, which are designed to promote a safe and comfortable ride for all.

PLEASE:

1. Cooperate with the driver and bus monitor at all times
2. Be courteous and respect others
3. Seatbelts must be worn at all times
4. Sit appropriately and stay in your seat
5. Do not throw anything inside the bus
6. Do not extend or throw anything out the windows

7. Pushing, shoving and fighting will not be tolerated
8. Keep aisles and exits clear
9. Animals, hazardous materials and nuisance items are not allowed
10. Refrain from yelling or using profane language
11. Carry-on items must be able to be held on your lap
12. Do not tamper with, or damage, bus equipment
13. Eating and drinking are not permitted on the bus
14. Board and depart the bus at assigned stops only
15. The bus monitor is authorized to assign seats
16. Interfering with the safe operation of the bus is prohibited

We expect all pupils to respect and follow these rules for the safe operation of the bus. Pupils who do not respect these rules will be referred to the Head of School and may lose their bus privileges if problems persist.

ISM Parents' Code of Ethics

International School of Morocco is a nurturing, global learning community. We believe pupils learn best in a safe and supportive environment based on respect and trust between parents, staff and the school community. High standards of behaviour are required of pupils and staff are expected to act professionally at all times. The positive support of parents and caregivers is needed and highly valued by the school.
This 'Code of Conduct' has been adopted and agreed by the school's governing body. It provides a reminder to all parents, caregivers and visitors to our school about the conduct expected of them. It sets out both what they should aim to do, and conduct which will not be tolerated. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.
This code complements the school's 'Parent complaints policies and procedure' which is designed to handle parental concerns or complaints in a sensitive and mutually supportive manner (see the school website).

Expectations

We expect parents and caregivers (and, where appropriate, visitors) to:

- Respect the caring ethos and values of our school
- Work together with school staff for the benefit of their children
- Treat all members of the school community with respect using appropriate language and behaviour
- Approach the school to help resolve any issues of concern
- Where appropriate, clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue
- Promote good behaviour of your own children at all times, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour (but avoid using teachers as a threat if your child misbehaves).

In order to support a peaceful and safe school environment, the school will not tolerate parents, caregivers or visitors exhibiting the following:

- Disruptive or other inappropriate behaviour which interferes or threatens to interfere with any of the school's operation or activities anywhere on the school premises
- Approaching another parent or child in order to discuss or chastise them because of an issue between the children, (Such an approach to a child may be seen to be an assault on that child and may have legal consequences) – please talk to a member of staff to resolve problems
- Using loud or offensive language or displaying temper
- Threatening, in any way, a member of school staff, visitor, fellow parent/ caregiver or pupil
- Using physical or verbal aggression towards another adult or child, including physical punishment of your own child on school premises
- Any other behaviour, verbal or otherwise, which could be considered to be inappropriate, offensive, or abusive
- Sending abusive or threatening e-mails, text/voicemail/phone messages, or other written communications to anyone within the school community
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/ caregivers /staff at the school on Facebook or other social media

- Damaging or destroying school property
- Smoking, taking illegal drugs or the consumption of alcohol on school premises (alcohol may only be consumed during authorised events)
- Bringing dogs (other than guide dogs) into the school playgrounds
- Taking photographs with phones or other devices on school premises without permission from the school

If we are unable to resolve issues in a reasonable manner, the school may have to ban parents/ caregivers /visitors from entering the school grounds, and in extreme cases we may need to involve the relevant authorities.

We trust that parents, caregivers and visitors will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

We ask that parents and caregivers ensure they make all persons responsible for collecting their children are aware of this policy.

Inappropriate use of social network

Social media websites are being used increasingly to complain against schools, head teachers, school staff, and in some cases other parents/pupils. The Director considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the head of teaching and learning or the Director, so they can be dealt with fairly, appropriately and effectively for all concerned.

Defamatory posts

In the event that any pupil or parent/ caregiver of a child being educated at the school is found to be posting defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/ caregivers or pupil removes such comments immediately.

Cyber bullying

We take very seriously the issue of cyber bullying by one child or a parent to publicly humiliate another by inappropriate social network entry. We will deal with this as a serious incident of school bullying.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

Parent complaints policies and procedure

Parent complaints procedures

It is hoped that most complaints will be resolved quickly and informally by means of clear and open communication between those parties directly involved. Occasionally, however, issues may need to be sorted out through a more formal process. These policies and procedures aim to structure this process so that parents have a clear understanding of how complaints will be handled.

- Each concern or complaint will be dealt with as close to its source as possible.
- Complaints and concerns will be treated confidentially and with respect. Knowledge of the complaint or concern will be limited to the Advising Board and those directly involved.
- Correspondence, statements, and records will be kept confidential except where disclosure is required in the course of the school's inspections or where any other legal obligation prevails.
- The person about whom a formal complaint is made must have the opportunity to:
    - Hear the details of the complaint
    - Respond to the complaint
- Any parties making a decision on dealing with a complaint must pay due regard to all parties without bias.
- All perspectives will be heard before decisions are made.
- The interests of all people will be taken into account.
- People who raise a concern, or who make a formal complaint, will be informed of any outcomes.
- If the complaint concerns a teacher, the relevant teacher will make a written record of all complaints and concerns and the date on which they were received.
- The Advising Board will keep records of all meetings and interviews held in relation to the complaint, as well as resolutions and at what stage these were achieved.
- It is the policy of the International School of Morocco that complaints made by parents shall not rebound adversely on their children.
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Stage 1: Informal resolution:

- If parents have a complaint they should first contact their child's teacher directly. If the teacher cannot resolve the matter alone, it may be necessary for her/him to consult the Head of Teaching and Learning.
- Complaints made to the Head of Teaching and Learning will usually be referred back to the relevant teacher unless the Head of Teaching and Learning judges that it is appropriate to deal with the matter personally (if the complaint concerns the Head of Teaching and Learning, the complaints shall be made directly to the Director following the steps herein after).

- Should the matter not be resolved within five days, or in the event that the relevant teacher and the parents fail to reach a satisfactory solution, then parents will be advised to proceed with the complaint in accordance with stage 2 of this procedure.

Stage 2: Formal resolution:

- If the complaint cannot be resolved on an informal basis, then the parents will be asked to put their complaint in writing to the Head of Teaching and Learning will consider the complaint and decide on the appropriate action to be taken.
- In most cases the Head of Teaching and Learning will speak to the parents concerned within forty-eight to seventy-two hours of receiving the complaint. If possible, a resolution will be reached at this stage.
- If the Head of Teaching and Learning is satisfied that all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing, including the reasons for the decision.
- The written decision will be issued within fourteen days of receiving the complaint. If for any reason this is not possible the Head of Teaching and Learning will write to the parents within the fourteen day period referred to above, stating the reason(s) why they are unable to issue a decision and informing parents when they will do so, which will be within twenty eight days of receipt of the complaint.
- If parents are not satisfied with this decision they may proceed to stage 3 of this procedure.

Stage 3: Advising Board hearing

- Upon receipt of the written decision, if parents seek to advance to stage three of this procedure they are to write to the Advising Board informing them of their intent to do so within eight days, whereupon the matter will be referred to a member of the Advising Board, (hereafter referred to as the "member in charge"). This member will then take responsibility for the organization of a complaints panel hearing.
- The member in charge will then acknowledge the complaint and schedule a hearing to take place as soon as practicable, normally within fourteen days. This hearing may be attended only by the parents concerned.
- The member in charge may judge it necessary to require, in writing, further details of the complaint or any related matter to be furnished prior to the hearing. Copies of these details shall be supplied to all parties not later than five days before the hearing. Details received beyond this date shall be disregarded and deemed inadmissible to the panel.
- If possible the panel will resolve the parent's complaint at the hearing without the need for further investigation. However, should the Advising Board decide at the hearing that further investigation is needed the panel will decide how such investigations will be carried out and when they should be concluded. The Advising Board will, after due consideration of all relevant facts, reach a decision and may make relevant recommendations. This procedure will be completed within fourteen days of the first hearing whenever possible and always within twenty-eight days unless otherwise agreed by all parties. Parents will be informed in writing of the Advising Board's decision, along with the reasons for the decision. The decision of the Advising Board will be final.

School Policies

All school policies can be found on our website under the Admissions tab.