



# INTERNATIONAL SCHOOL OF MOROCCO

## Parent Student Handbook

*3, impasse Jules Gros – Oasis – Casablanca – Morocco  
Ph.: +212 (0) 5 22 99 39 87 – Fax: +212 (0) 5 22 99 39 87  
Email: [ism.casablanca@gmail.com](mailto:ism.casablanca@gmail.com) - Website: [www.ism-casablanca.com](http://www.ism-casablanca.com)*

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## Welcome

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

We are pleased that your family will be or continue to be a part of our learning community and will be contributing to the culture, the values and the beliefs of our school. Our mission identifies the type of school we are and the type of students we produce. Our main pillars; Academic Achievement, Global Citizens, Community, English Fluency and Professional Staff 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 student attain his or her personal goals.

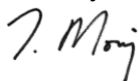
Encouraging our students to be inquirers, creative, problem solvers, communicators and collaborators help our students become "future ready", prepared for the uncertainty technological advances have in store for the future. By creating learning spaces for students to wonder, explore, and create, ISM students have opportunities to become future leaders in a complex global society.

Our commitment to creating knowledgeable, international students 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 students develop these skills and interests as they grow by offering a challenging and balanced curriculum taught by engaged, qualified educators.

As ISM continues to model over its 6 years as an accredited, quality school "A curriculum based on high expectations for student learning, a child-centred approach to instruction and teachers committed to excellence are our assurance to you that your children are in good hands!"

Sincerely,



Tony Moniz  
Head of School

## **ISM MISSION AND PHILOSOPHY**

### **Our mission**

The International School of Morocco prepares students 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 philosophy and goals**

#### **Academic achievement**

We set our standards for achievement high, continuously challenging students to achieve their full potential at both the academic and personal level. We value creativity and self-expression as essential elements in the intellectual development of every child. We create a secure and nurturing learning environment where children are inspired to explore, inquire and experiment. We guide our students to be enthusiastic participants in their own learning, fuelled by the intrinsic inquisitive nature of childhood. Our students are independent learners. They are creative and confident problem solvers, risk-takers and life-long learners.

#### **Global citizens**

These children are the future leaders of the nation and of the world. They will be positive contributors to a global society, with the knowledge and clarity of vision needed to direct and shape their own future. They will be productive members of their communities at multiple levels: family, school, city, country and world. They will demonstrate responsibility as learners and citizens, willing to be accountable for their own actions and their consequences and able to view their world through a lens that encompasses multiple perspectives.

#### **Community**

Ours is a collaborative community of teachers, students and families working together in a mutually supportive environment towards the common goal of providing the best possible education for our children. Our school community embraces diversity, fostering an awareness of and appreciation for the ways in which we differ and the ways in which we are the same. We model and promote respect in all that we say and do: respect for self, respect for community and respect for the environment. Integrity will be our guide as we strive always to adhere to principles of honesty, sincerity, fairness and unity.

#### **English fluency**

We celebrate and support a multilingual community. Our students are English speakers and our primary language of instruction is English, but never at the expense of sacrificing the home languages of our student population. We work in partnership with families to encourage and support mother tongues in order to develop self-confidence and provide all students with a firm linguistic foundation on which to develop skills and build their English fluency.

#### **Professional staff**

We assemble and maintain a staff of highly qualified teachers who are passionate about what they do and are willing to work collaboratively to create a positive learning environment for all. We support educational practices and curriculum design that is based on sound research, but that also values the knowledge, training and reflective capacities of these experienced educators.

## ADMISSIONS POLICY

Parents must agree to the International School of Morocco admissions policy before enrolment. By signing your application for admission you agree to the ISM terms and conditions.

In keeping with the mission and philosophy of the International School of Morocco student applicants will be admitted based on:

- The applicant's potential to benefit from the educational program and services provided by the International School of Morocco
- The capacity of the International School of Morocco to meet the applicant's academic, personal, social and emotional needs
- The extent to which the student's admission will contribute to an international learning environment which values and promotes diversity, integrity and global-mindedness.

### APPLICATION DATES:

Applicants coming from outside Morocco will be accepted throughout the year.

Local applicants will be accepted until March 1<sup>st</sup> of that school year. Students transferring from other schools within the Casablanca area will not be admitted after that date, except under exceptional circumstances as determined by the Leadership Team. Exceptions may be made for students enrolling under corporate status.

### ENGLISH LANGUAGE REQUIREMENTS:

The International School of Morocco accepts students without English language experience up through Year 6.

In Year 7 on applicants will be required to demonstrate increasing levels of English language fluency, as demonstrated by an English language proficiency assessment administered by ISM.

### ENTRANCE AGE:

Applicants will be eligible for the Nursery through Year 1 classes based on the following age requirements:

Nursery	3 years old on or before September 1 <sup>st</sup> of that school year
Reception	4 years old on or before September 1 <sup>st</sup> of that school year
Year 1	5 years old on or before September 1 <sup>st</sup> of that school year

Admission to other grade levels will be determined by the student's date of birth, previous school experience and performance on entrance assessments. The Head of School will make the final decision regarding grade level placement.

### WAITING LIST:

The International School of Morocco adheres to the following class size limits:

Nursery	12 students per class
Reception	12 students per class
Year 1 on	18 students per class

Once a class has been filled qualified applicants will be placed on a waiting list and will be notified when a place becomes available. In order to be placed on the waiting list applicants must have submitted all required application forms and documentation, including the admissions/waiting list fee, as indicated in the fee schedule.

Once full capacity has been reached, two additional seats in each class may be available to students who meet both International School of Morocco admissions standards and the following criteria:

- Dependent children of UK/US citizens carrying out their respective government activities in Morocco
- Students whose siblings have already been admitted in other grade levels at ISM
- Families enrolling under corporate status

### **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 students at ISM. However, there may be cases in which a student's learning needs are beyond what the ISM faculty is qualified to provide. The instructional team may recommend additional support or services for students and an Individualized Education Plan (IEP) 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 at the parent's expense. Failure to comply with the recommendations outlined in the IEP will result in the student not being invited back for reenrolment the following year.

Cases in which students 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.

## **CONTINUING AT ISM:**

Initial admittance to the International School of Morocco does not guarantee that a student will automatically be offered a spot for subsequent grade levels. Continuance at ISM will depend on student 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 student be withdrawn if:

- The student's academic, personal, social, or emotional needs cannot be met by the available ISM resources and staff
- The student's behaviour jeopardizes the welfare of the school community
- Excessive absences or tardies cause the student's attendance to fall below ISM expectations, as outlined in the ISM attendance policy
- The student's parents or guardians consistently refuse to comply with and support school policies and/or the recommendations of the instructional team
- School fees are not paid in accordance with ISM financial regulations

## **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 three parent workshops that all parents are expected to attend, one per term. These workshops cover areas of language and literacy, social skills and exploration in math and science.

## **TUITION AND FEES:**

There are various fees associated with each child's tuition. These fees must be paid in a timely manner, as stipulated in the ISM fee schedule.

In case of non-payment of tuitions and fees by the established deadlines the school reserves the right to suspend the child from the school and remove them from school rosters.

All tuitions, fees, contributions and other expenses related to the student are non-refundable. After the student's first day of attendance at ISM, parents/guardians are liable for all fees and tuitions due for the entirety of that school year. Any outstanding debts will be claimed and must be paid to the school.

## Academic program

### • Curriculum

The International School of Morocco curriculum follows the UK National Curriculum. 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
- ❖ Science
- ❖ Social studies: History, Geography, Culture
- ❖ Citizenship
- ❖ Music
- ❖ Art
- ❖ Physical Education
- ❖ ICT and Design Technology

### • Language Support

Students' 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 students 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 students 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

Student progress and performance is assessed at regular intervals and at multiple levels. In order to ensure that assessments accurately reflect a student'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 student will automatically be offered a spot for subsequent grade levels. Continuance at ISM will depend on student 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 student be withdrawn if:

- The student's academic, personal, social, or emotional needs cannot be met by the available ISM resources and staff
- The student's behaviour jeopardizes the welfare of the school community
- The student's parents or guardians consistently refuse to comply with and support school policies and/or recommendations of the instructional team
- The student 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

### • Report cards and conferences

Report cards are issued at the end of each trimester. Report cards are presented 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 students. For students 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 student'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 students are meeting expectations in each subject area, according to the following rubric:

**Primary School – Key stages 1 and 2**

<b>EE: Exceeds expectations</b>	<b>ME: Meets expectations</b>	<b>AE: Approaches expectations</b>	<b>BE: Below expectations</b>	<b>NA: Not apparent</b>
The student often exceeds the expectations for his/her grade. The student grasps, applies and extends key concepts, processes and skills above his/her grade.	The student regularly demonstrates proficiency in the majority of the expectations for his/her grade. The student, with few errors, grasps and applies key concepts, processes and skills for his/her grade.	The student is beginning to meet the expectations for his/her grade. The student is beginning to grasp and apply key concepts, processes and skills for his/her grade.	The student is not meeting expectations for his/her grade. The student is not grasping key concepts, processes and essential skills for his/her grade level.	Not enough information (student 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

## Middle and High School -Key Stages 3 & 4

7	6	5	4	3	2	1
<p><b>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.</b></p>	<p>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.</p>	<p><b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.</p>	<p>A <b>good general understanding</b> of the required knowledge and skills and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.</p>	<p><b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b>.</p>	<p><b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b>.</p>	<p><b>Minimal</b> achievement in terms of the objectives.</p>

Effort: R - regularly U – usually O – occasionally S- seldom

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

- ### 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 students at ISM. However, there may be cases in which a student's learning needs are beyond what the ISM faculty is qualified to provide. The instructional team may recommend additional support or services for students and an Individualized Education Plan (IEP) 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 at the parent's expense. Failure to comply with the recommendations outlined in the IEP will result in the student not being invited back for reenrolment the following year.

Cases in which students 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.

## 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 attributes and appropriate behaviours for achieving in school and into adulthood as good citizens of 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 called the ISM Ensemble (ISME). The ISME helps to organize community events such as World Fest and Family Fun Day. 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.

- **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 students are doing in class via class and school websites or newsletters. 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.

## Student life

- **Arrivals and dismissals**

The school day begins at 8:30 and ends at 3:30, Monday through Friday. Students should arrive by 8:25 in order to get settled in their classrooms and be ready to start the day promptly at 8:30. Students 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.

Students 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 may incur for students 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, but you may also write a note and include it in your child's homework/communication folder.

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 students' active participation in hands-on activities, explorations and discussions that maximize the use of daily instructional time and student 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 student is absent please send us an email or note of explanation as soon as possible. Students absent 3 days or more must provide a note from a doctor explaining the reason for the absence.

If a student 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 student will be placed on probation for a period (trimester or full academic year) to be determined by the Leadership Team. Failure to meet the ISM attendance guidelines within that probationary period will result in the student's 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 students are able to maximize instructional time and keep absences to a minimum.

- **School transportation**

ISM does provide transportation for students 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. Students 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 and include it in your child's homework/communication folder.

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 students after school

Please note that:

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 students arriving by bus and must be on time to meet the bus. It is not the driver's job to wait with students 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 and fines may apply.*

- **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 students are expected to adhere to principles of academic integrity. Dishonest behaviours such as cheating and plagiarism are not tolerated and may result in expulsion.

- **Student 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. Students 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.

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

Fighting, intimidation, threats, 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 students each day. This consists of navy blue bottoms (pants, shorts, skirt) with the ISM logo shirt. Students in Year 1 on should wear their PE kit to school on days when they have PE class. **Uniforms must be purchased from the school.** Any additional

jumpers (sweaters), jackets and vests must be solid navy blue or white. 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. Students wearing torn or excessively faded uniforms may be given a replacement by the school. Parents will be billed for any replacement items.

Students in Nursery 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).

Students who come to school without the correct uniform will be sent to the administrative office and given a uniform, for which the parents will be billed. Students who come to school 3 or more times without the proper uniform may be sent home for the day. If a student 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, exposed underwear, baggy pants below the waist and excessively tight pants or skirts. Hats are not to be worn inside the buildings.

- **Shoes**

Students should wear closed, rubber-soled, flat shoes that stay securely on the feet and do not slip. On PE days students should wear sport shoes. Younger students 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 students not wear valuable jewellery to school. ISM cannot be held responsible for valuable items that may be lost, stolen, or damaged.

### **Swimsuits (possibly in the spring)**

To participate in swimming for PE classes students 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.

The classroom teacher must be notified in writing of any medications to be taken by a student. 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.

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

- **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 students should have a hat available at all times.

Children in 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 student 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). For safety reasons bags with wheels are not permitted.

- **Student property**

Electronic games and tablets are permitted only with permission from the classroom teacher and are never allowed at recess.

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

- **Lunch & snacks**

Healthy snacks are provided by the school and included in the tuition. Students are not allowed to bring additional items for snack except in cases of severe food allergies and then only with prior authorization from the Head of School.

Students may purchase a balanced hot lunch from the school cafeteria, or they may bring their own. Students who choose to bring their own lunch must comply with ISM guidelines for balanced healthy meals. Chips, candies and purchased “fast” food (McDonald’s, etc.) are not allowed. Bottled drinking water is provided for students.

For safety and health reasons students are not permitted to have snacks outside after dismissal time.

- **Library books**

Students may check out books from the school library, for a period of time to be determined by the classroom teacher. Please ensure that these books are treated with care so that they may continue to be enjoyed in good condition by ISM students.

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.

- **Birthdays**

Students 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 she may coordinate instructional and planning times accordingly. Students may share a baked treat (cake, cupcakes, cookie, etc.) in sufficient amounts for each student 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.

## PARENT COMPLAINTS POLICIES AND PROCEDURE

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 Leadership Team 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 Leadership Team 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.

### 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 Pedagogical Director.
- Complaints made to the Head of School will usually be referred back to the relevant teacher unless the Head of School judges that it is appropriate to deal with the matter personally.
- 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 Administrative Team (Pedagogical Director, Financial Manager, and Director of Operations). The Administrative Team will consider the complaint and decide on the appropriate action to be taken.
- In most cases a member of the Administrative Team will speak to the parents concerned within forty eight hours of receiving the complaint. If possible a resolution will be reached at this stage.
- Once the Administrative Team 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 Administrative Team 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.

### Stage 3: Panel hearing

- Upon receipt of the written decision, if parents seek to advance to stage three of this procedure they are to write to the administrative team informing them of their intent to do so within eight days, whereupon the matter will be referred to a member of the Administrative Team (Head of School, Financial Manager, or Director of Operations, hereafter referred to as the "administrator in charge"). This administrator will then take responsibility for the organization of a complaints panel hearing.
- The panel will consist of three persons who have not been directly involved in the matters detailed in the complaint, and will include one person who shall be independent of the management and running of the school. The administrator in charge shall appoint the panel members.
- The administrator in charge will then acknowledge the complaint and schedule a hearing to take place as soon as practicable, normally within fourteen days.
- The administrator 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.
- Parents may be accompanied to the hearing by one other person. If possible the panel will resolve the parent's complaint at the hearing without the need for further investigation. However, should the panel 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 panel 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 panel's decision, along with the reasons for the decision. The decision of the panel will be final.
- The panel's findings and recommendations, if any, will be sent in writing to the Administrative Team and, where the complaint relates to an individual, to that individual concerned.

(Please have your child/student drop only this signed page at the office or with his/her teacher or scan and email to the Admin Office)

Date: .....

Father's name and surname: .....

Mother's name and surname: .....

*Legal Guardian's name and surname (if applicable):* .....

Names and surnames of your children enrolled in the school:

.....  
.....  
.....

**Parent's or legal guardian's signature**

*Preceded by the words "read and approved"*

Father :

Mother :

Or Legal Guardian: