



THE INTERNATIONAL SCHOOL OF MONACO

# Student Parent Handbook

MIDDLE SCHOOL

*2011-12*





*Dear Parents,*

*Welcome to the Middle School!*

*My name is Lindsay Mackenzie-Wright and as Head of the Middle School, I am responsible for the daily operation of the Unit.*

*In the Middle School, where the children's ages range from eleven to fourteen years, our main objectives are to develop responsibility and independence in the students, whilst providing them with a safe and stimulating environment in which to learn.*

*Middle School students face many challenges, and I feel it is our duty as a dedicated and professional team of staff, to understand and nurture adolescents, and to help students become well-balanced, confident and competent young adults.*

*This handbook is intended to be a practical guide to the every day operation of the Middle School. You will find the school's Mission Statement and Goals, the policies which govern the running of the school, as well as the outlines of the programme.*

*If you have any queries or questions concerning your child, please consider the Year Leader as the first and primary point of contact. You can also make an appointment to see any teacher either through the school receptionist or directly with them.*

*Should you need further assistance do not hesitate to ask for an appointment with me.*

***Please note that our CODE OF CONDUCT in appendix requires a parent/student signature of agreement.***

*With all my best wishes for a wonderful academic year,*

**LINDSAY MACKENZIE-WRIGHT  
HEAD OF MIDDLE SCHOOL**



# OUR MISSION

Our mission is to enable students to become academically and personally successful people who are internationally minded, and motivated to become lifelong learners and caring citizens prepared to take effective responsibility in an ever changing world.



Notre mission est d'assurer à nos élèves une réussite académique et personnelle et de leur transmettre un état d'esprit tourné vers l'international. Nous développons leur désir de s'impliquer dans ce qu'ils entreprennent et d'apprendre tout au long de leur vie. Ainsi, ils seront capables d'assumer leur responsabilité de citoyens dans un monde en perpétuelle évolution.

## WHAT WILL HELP US ACHIEVE OUR MISSION...

A **Curriculum** with clearly stated goals, content continuity and meaningful student assessment that promotes rigorous multi-lingual learning in all subjects.

A **Staff** who are internationally-minded, inspirational and reflective who are supportive of the school's mission statement, vision for learning, and values. They are committed to their own continuous professional development which will help them enhance and improve student learning.

An **Environment** that is challenging, caring and supportive, where students feel safe both physically and emotionally to develop and fulfill their individual potential.

The **Facilities and Resources** that are appropriate to the age of the students, our class sizes, educational programmes and vision for learning and which continually meet the high standards that exist for safety, security and maintenance.

The **Finances** which support the school's operational programmes, allow for innovation, develop facilities and provide the salaries and benefits which allow us to recruit and retain excellent staff.

A **Community Spirit** which enables everyone to contribute to the achievement of our Mission in a way which models the values we want our students to acquire.

**Communication** that is respectful, clear and concise, that represents the bilingual nature of the school and reflects the excellence to which the school continually aspires.



## OUR DEFINITION OF LEARNING

Learning is the acquisition and consolidation of knowledge and skills which leads to deeper understanding and helps students become more reflective, open-minded and independent

## ISM STAFF PROFILE

***ISM prides itself on having on its staff, a team of professional people.....***

**...who** are proud and happy to be at ISM.

**...who** understand and accept the philosophy behind ISM's Mission Statement and are committed to the school's goals and Vision for Learning.

**...who** are internationally minded people who understand and practise the school's core principles and are excellent role models for their students

**...who** know their students well and care about their learning and well being. They are understanding of different learning styles and accept that in an international school, they will have students with a range of learning differences and language levels. They adapt their teaching accordingly.

**...who** provide challenging, stimulating learning environments for their students, inspiring them not only to achieve, but to excel in all areas of the curriculum and co-curricular programmes.

**...who** demonstrate an on-going love of learning, striving themselves to become bilingual in English and French, constantly improving their information technology skills and keeping abreast of new developments in education.

**...who** are truly dedicated to student learning, by providing an excellent, balanced education, a sense of motivation and the range of skills students will need in order to succeed in a rapidly changing world.

## ISM'S PARENT PROFILE

***ISM sees parents as partners, who help the School achieve its Mission and Goals :***

- by understanding and accepting the School's Mission Statement and Core Principles and abiding by school policies and practices.
- by being committed to the school's Vision for Learning and supporting its educational programmes.
- by encouraging their children to develop positive attitudes towards the school, a respect for all members of the school community and an adherence to the school's Code of Conduct.
- by being open and honest in all their dealings with the school concerning their child's learning and their social, emotional and behavioural needs.
- by respecting the holiday periods provided within the school calendar and ensuring that their children attend school regularly and arrive on time each day.
- by supporting the school in its efforts to give their children a multilingual education.
- by becoming involved in the school to help promote activities which will enrich and enhance the curriculum, and provide opportunities for students to engage in action and service in the community.
- by following the lines of reporting as follows:
  - a. should there be a concern, contact the Homeroom or Classroom teacher
  - b. if the issue is unresolved, contact the Unit Head.
  - c. if the problem remains, you may contact the Director.

# WHAT DOES ISM MEAN IN THE MIDDLE SCHOOL?

## **I**nternationally Minded

- Is fluent in at least two languages
- Learns about the cultures of others
- Respects the cultures of others
- Visits new places as part of the learning experience
- Works cooperatively with other students
- Looks after the school environment
- Is honest and truthful
- Is aware of global issues

## **S**uccessful Learning

- Asks relevant questions
- Develops an interest in all areas of school life
- Respects school rules and policies
- Enjoys coming to school
- Is an independent learner
- Shows a good attitude to learning
- Contributes to class discussion.



## **M**otivated Learning

- Always strives for excellent work
- Takes pride in work
- Has an open mind to different ways of learning
- Recognises one's best way to learn
- Is able to reflect upon the learning experience
- Talks about how to improve their own learning
- Completes homework to a good standard and hands it in on time

## THE MIDDLE YEARS UNIT

### *Developing Responsibility and Independence*

The Middle School Unit focuses on nurturing and strengthening independent learning in an environment which:

- provides a smooth transition from Primary to Middle (childhood to adolescence)
- has a strong academic programme which challenges all students
- helps students become well balanced, confident and competent learners
- develops a strong relationship between staff and students
- instills life and study skills which support healthy personal development
- continues to promote a love of learning and inquiry
- has a fair and consistent approach to discipline





The Learning Hub provides an experience of Next Generation Learning as a fundamental part of everyday school life.

It serves as an environment at the heart of the School that facilitates the integration of ICT, research practice and traditional literacy into all aspects of the curriculum.

Our students develop the knowledge and skills necessary to use information and technology responsibly, practically and effectively.

They leave as confident, creative and independent students who have a love for learning and are equipped to participate in a rapidly-changing world.

The Learning HUB supports the ISM philosophy of developing Internationally-Minded, Successful and Motivated students and ensures continuity and vertical transition from Early Years to the Secondary School.

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*La Bibliothèque Centre de Documentation offre une expérience d'apprentissage "Nouvelle Génération" comme élément fondamental du quotidien scolaire.*

*Environnement privilégié au sein de l'école, il facilite l'intégration des TICE, des techniques de recherche et le développement de la langue en lien avec les programmes.*

*Nos élèves développent les connaissances et les compétences nécessaires afin d'utiliser les informations et les technologies de manière responsable, pratique et efficace.*

*Lorsqu'ils quitteront l'établissement, ils seront des élèves confiants, créatifs et indépendants qui auront l'envie d'apprendre et qui posséderont des outils pour participer à un monde en constante évolution.*

*La BCD soutient la philosophie de l'ISM qui prône l'épanouissement des élèves ouverts au monde qui les entoure tout en assurant la continuité de l'apprentissage de la Maternelle au Lycée.*

# ISM RECOMMENDATIONS

## *Referencing, Footnoting and the Bibliography*

You must identify the written, audio, visual and electronic sources of information referred to in your work. If you claim someone else's words as your own you will have plagiarized and examiners WILL KNOW. It is very easy for sources to be traced. In the future, others may rely on your work and may wish to research further using the same sources as you. They need to know what those sources are so as to see whether they are objective.

### REFERENCING

**Direct Quotations** should appear within **inverted commas NOT speech marks** and should be footnoted as follows: The first man to walk on the moon was astonished to find himself misquoted. He actually said: 'That's one small step for a man, one giant leap for mankind.'<sup>1</sup>

**Longer quotations** should be separate from the main text, indented with a space left above and below the reference text. A colon introduces a longer direct reference:

'John Styth Pemberton, an Atlanta pharmacist... brewed up a concoction of cola nuts, coca leaves, caffeine and other similarly dubious condiments in an iron tub in his backyard, stirred it with a wooden oar from an old boat and called it *coca-cola*.'<sup>2</sup>

To leave out part of a text use an ellipsis, which is ... three dots.

### FOOTNOTING

**A footnote gives a page reference or refers to a point made in your text.** For example:

The chief stylist of the Edsel car was Roy A. Brown, JR. By all accounts his initial design was a winner.<sup>3</sup>

**Ibid.** indicates that the source referred to in this footnote is the same as that referred to in the previous footnote. For example:

4 *National Geographic*, June 1979, p.735.

5 *Ibid.* p.764.

**Word 2007 enables you to create appropriate notes and citations.**

In Print Layout view, click where you want to insert the note reference mark.

On the **References** tab, in the **Footnotes** group, click **Insert Footnote** or **Insert Endnote**.  
**Keyboard shortcut** To insert a subsequent footnote, press CTRL+ALT+F. To insert a subsequent endnote, press CTRL+ALT+D. By default, Word places footnotes at the end of each page and endnotes at the end of the document.

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<sup>1</sup> *American Heritage*, June 1970, p.59.

<sup>2</sup> Bryson, *Made in America*, p.243.

<sup>3</sup> Brown had gained a reputation after designing a stunning concept car that never went into production. It was called the *Lincoln Futura* and later found fame as television's Batmobile.

## **BIBLIOGRAPHY**

**A Bibliography** lists all the sources you have used. It is in alphabetical order, goes on the last page of your work before any appendices. List materials in your bibliography as follows:

### **1) Books**

Show name of Author or Editor, title and publication like this:

Lutz, William, *Doublespeak* (New York, Harper & Row, 1989)

### **2) Articles in newspapers, magazines and journals**

Show name of reporter, if known, plus publication, the date published and page number:

*The Times*, 10<sup>th</sup> May 2000, p.6

Read, W. *The Economist*, 29th June 1991, p.29.

If taken from online sources cite as above, adding retrieval information:

(Newspaper online, retrieved May 15<sup>th</sup> 2001 from the world wide web  
<http://infoweb.newsbbank.com>)

### **3) Web Pages**

Show name of author, *title of the work*, date of document creation or last update of site if the previous information is not available and the date of your visit to the site. Show the web address on a second line:

Jenkins, M. *Information skills*, (Online), (cited January 13th 2001) available at:  
<http://www.chelt.ac.uk/lis/mjenkins/infoskills/>

### **4) Graphs, Pictures, Photographs or Advertisements**

These should be numbered within the text and the sources indicated in footnotes.

### **5) CD-ROM**

Show name of author, *title of CD-ROM* (with date of production and version.)

Smith, J.R. 'Dinosaurs'. *The Electronic Encyclopaedia of Prehistory*, (Stegosaurus Software: dubbo, 1994, version 2.1.)

### **6) e-mail Messages**

Author, Subject, (receiver's name), (online)

Doe, J. *IBMYP Assessment Details*, (e-mail to A.N. Other), (online)

### **7) Video**

Producer, if known, Title, publication information, date, running time

Athlete. A.N. *The Story of the Olympic*, (Athens, Olive Branch, 2000. 17 min.)

### **8) Audio/Tape recordings**

Speaker, *Title*, publication information, date and (type of recording i.e. cassette, Record, Compact Disc)

Twomey, M. (Speaker) *The Importance of School Librarians*, Brisbane, Speakwell Ltd, 1987, (Cassette Recording)

**For further information, consult the [MLA Style on the Web \(www.mla.org\)](http://www.mla.org), perhaps used more than any other handbook on preparing research papers.**

## MODEL UNITED NATIONS IN MIDDLE SCHOOL

**Why;** The popularity of Model U.N. continues to grow, and today more than 400,000 Middle school, High school and College and University students worldwide participate every year. Many of today's leaders in law, government, business and the arts participated in Model U.N. during their academic careers – from U.S. Supreme Court Justice Stephen Breyer, and former World Court Justice Stephen M.Schwebel to actor Samuel L. Jackson. Former first daughter Chelsea Clinton is also a Model U.N. veteran.

**Who:** A Model U.N. delegate is a student who assumes the role of an ambassador to the United Nations at a Model U.N. event. A Model U.N. delegate does not have to have experience in international relations. Anyone can participate in Model U.N., so long as they have the ambition to learn something new, and to work with people to try and make a difference in the world. Model U.N. students tend to go on to become great leaders in politics, law, business, and education.

**When;** The International School of Monaco attended their first Middle School MUN conference at Eganaude on the 5th and 6th of April 2011. It was a 2 day conference open to English speaking students from the French Riviera. The following ISM participants assumed the role of delegates from Bolivia, Julia Cournoyer, (ECOSOC committee), Luke McLoughlin (environment committee). The delegates, Cynthia Cohen (ECOSOC committee), and Virginia Nizza (human rights committee), represented Indonesia.

This conference aimed to spread awareness of international affairs and the spirit of diplomacy through UN simulations. All the students involved participated exceptionally well, and realized their potential in giving speeches as well as policy debate. Most notably year 10 student Federica Re who acted as general secretary, and Omara Elling Hwang, vice-secretary general, performed admirably throughout the conference, and displayed exceptional leadership skills.

The MUN conferences around Europe, will continue to play an important part in developing a selection of our ISM Middle School students, ensuring they are experiencing and developing skills which will enable them to become life-long learners.



## FIELD TRIPS

The destinations are as follows for the Middle School:

**Class 7 - France: Avignon, Carcassonne and Arles**

**Class 8 - Italy: Cortona and Florence**

**Class 9 - The Netherlands: Amsterdam**

In the Middle School our Class fieldtrips enhance our curriculum and mission to help promote internationally minded, successful and lifelong learners. These trips are an essential part of students' learning and the trimester curriculum in all subjects is focussed on ancient Rome (Year 7), The Renaissance (Year 8) and WWII (Year 9). These fieldtrips reinforce knowledge and skills learned in classes and aim to develop important social skills such as tolerance, respect, problem solving and teamwork which are essential in our changing world. These fieldtrips are mandatory and fulfil learning objectives within the curriculum.



## SPECIAL AWARDS IN THE MIDDLE SCHOOL

The Middle School believes in rewarding hard work and success, and therefore promotes the Merit and Award scheme which motivates students in their learning.

At the end of each week, students are awarded points for their communities according to the number of Merits they have gained. At the end of each trimester, the students with the top number of merits are recognized in our end of trimester assembly.

At the end of each academic year, our most prestigious awards are given at the Yacht Club ceremony. These awards include:

- Top academic achievers in each year group
- Top yearly Merit achievers
- ECIS Maths competition
- LAMDA (London Academy of Music and Dramatic Art)
- ABRSM (Associated Board of the Royal Schools of Music)
- Excellent attendance

This award ceremony takes place on the last day of term, and also incorporates the class 6 students graduating into Middle School.



# ABSENCE POLICY

## Every Day Counts!

The International School of Monaco believes that arrival at school on time and good attendance habits are an important part of a student's total education. As the school regards parents as partners, it expects them therefore "to ensure that their children attend regularly and arrive on time each day".

Teachers are under no obligation to provide work prior to any child's absence or because of late arrival/early dismissal. Students shall be expected to make up work, in their own time, on all assignments missed.

Good attendance is necessary. However, if your child is not feeling well, please do not send him to school. Absences will be excused for illness; a medical certificate is obligatory **after a two day absence**.

### ***On Time:***

Students are expected to arrive at school on time each day, unless extenuating circumstances warrant late arrival.

Students are expected to arrive for Homeroom before 8.20am; any students who arrive after 8.20am will be marked as "late arrival".

Students are also expected to attend all classes during the school day. Early Dismissal will be counted in the same way as "late arrival".

All cases of late arrival and early dismissal must be reported to the Unit Head who will issue late arrival or early dismissal note.

### ***Consequences:***

The Homeroom teacher will alert the Unit Head if an habitual late arrival/early dismissal problem is developing. The Unit Head will call in the parents, warn them of the consequence of continued lateness and give them a letter. Continued lateness will result in a further conference and a Wednesday afternoon detention to make up the work. If the problem persists, it will be treated as in 1b for absence - that is, no report will be sent home for that period.

### ***Absence:***

All students who have not registered before the end of the Homeroom period will be marked as absent.

**Excused Absence:** A letter/phone call/e-mail has been sent excusing the absence; the terms of the excuse are noted.

**Unexcused Absence:** no communication has been received excusing the absence; the Unit Head will attempt to contact the parents in the morning.

***After an absence of two days, a medical certificate must be produced.***

***Consequence of Excessive Absence:***

**1a** Ten Days (10) Once a student has been absent for ten days, the Year Leader will alert the Unit Leader of the section. The Unit Leader will immediately ask the parents to attend a conference to discuss the student's absence. A plan to catch up work will be put into place. The Unit leader will send a letter to the parents, warning them of the consequences of continued absence.

**1b** Fifteen days (15) When a student has been absent for fifteen days without medical reasons, the parents will be informed that the student has failed to complete the course and no progress report will be issued.

**1c** Twenty Days (20) When a student has been absent for twenty days in one school year and no extenuating circumstances have been noted, the parents will be informed in writing that the student will not be automatically promoted to the next class. Parents will have to make a request in writing to the Director, who will review the case and give a decision.

***If a student is unable to participate in Middle School Sports lessons, a Doctor's Certificate MUST BE PRODUCED***



## Homework Policy

All students in the Middle School are expected to complete regular homework. Students need to keep detailed homework notes in their agenda. Year leaders and subject teachers make periodic checks to help students maintain regular and accurate records of homework assignments. Teachers are clear and explicit in relation to the purpose, scope and due date of assignments. Students are expected to complete homework on time. If this is not possible for any reason, students should see the teacher concerned before the due date to explain why.

The school recognizes that recreation time is important, so homework assignments are carefully considered to ensure that they meet a specific need. Parental support is appreciated to ensure that homework is done to the highest possible standard, with a quiet, well-lit place to study. Please note in the homework diary if a student is taking more time than the recommended average, or is not clear about an assignment [before due date if possible].

Details of homework requirements are provided by homeroom and subject teachers, based on the following **daily average expectations:**

Class 7:	45 minutes
Class 8:	1 hour
Class 9:	1.5 hours

### ***Teachers recognize that:***

- Students need varying amounts of time to complete homework. For this reason, if a student feels unable to complete any assigned homework on time it is essential to discuss this with the teacher **before** the homework is due.
- Regular homework is necessary to help students make progress.
- Students need guidance on effective homework practice. This is also a fundamental aspect of learning how to learn, a requirement of the MYP. Study Skills classes focus on homework practice amongst other skills.

### ***Students, with teacher and parent help and guidance, are expected to:***

- Record and complete homework regularly.
- Plan their time carefully.
- Have their own work areas at home in a quiet and suitable atmosphere.
- Have all the necessary materials when they begin their homework.
- If needed, ask for clarification before a homework assignment is due.

### ***Reasons why effective and regular homework is considered essential:***

- To encourage students to become independent learners,
- To give students the opportunity to internalise and review work covered in class,
- To give students the opportunity to review concepts, skills and content so that they can ask the teacher for further help if necessary,
- To provide assignments which require students to process and practise lesson skills and content,
- To help teachers and students assess progress and provide helpful feedback,
- To allow students time to complete project and other course work,
- To revise work covered in class for tests.

## Dress Code

Everyone has a responsibility to dress appropriately for school. What you wear is noticed by others and represents the school. For Sport it is **essential** that students dress appropriately in the school uniform.

### ***The following guidelines must be respected:***

- Clothing must be clean and neat
- Designer handbags are not permitted
- Do not wear clothing with slogans or pictures that might be offensive to others
- Modest clothing must be worn - short skirts/shorts or clothing that displays the abdomen are not acceptable, nor are vests
- Appropriate footwear must be worn. High heels, platforms or beach flip flops are not appropriate
- Jewellery must be modest. Body piercing is not acceptable with the exception of modest earrings for the girls
- Nail polish should be neutral in colour and nails kept to a respectable length
- Tattoos, violently coloured hair or body painting is not permitted
- Baggy trousers are not appropriate. Trousers should be pulled up to the waist
- Football shirts are not appropriate clothing for school
- Make Up is strictly forbidden in the Middle School

*\* If you turn up to school have disregarded these guidelines you will be sent home and not readmitted until the offending article is changed for something appropriate*

If, having read the list, you have questions about the appropriateness of a particular item of clothing, or any other action that will affect the way you look, ask your teacher in advance. If you arrive at school having disregarded these guidelines, parents will be asked to collect you and change your clothing for appropriate wear.

## ORGANISATION

### ***Arrival - Be Punctual***

School officially begins each day at 8.20 and finishes at 16:00, except on Wednesday when school finishes at 13.00.

Please note that no adult supervision is provided before 8.15 and after 16.30.

### ***Break Time***

All Middle School students have a 30 minute morning break, and a one hour break for lunch. Healthy snacks are provided for students during morning break, although a healthy snack from home is also encouraged. Sugary candies and soft drinks are not permitted in the Middle School.

### ***Lunch Time***

All students are automatically enrolled in the school lunch programme and are served with a full meal. Middle School students eat at 13.10 hrs.

### ***Daily Timetables***

Daily schedules are issued at the beginning of the school year.

### ***Agendas***

All Middle School students are supplied with a durable Homework Agenda in which to organize their homework and studying

### ***Extra-curricular Activities***

A programme of extra-curricular activities is devised at the beginning of the school year. Sporting activities include football, basketball and volleyball for both boys and girls.

There is a Middle/Secondary School choir and students may choose to learn an instrument, from woodwind to brass, and piano to strings.

Academic activities include Chinese, Maths Clinic, Science Clinic, French Clinic, Chess, I.C.T classes.

Please note there may be an additional charge for some of these activities.

The Middle School has an active Student Council, elected by the student body. They help to organize various fund-raising and social events throughout the year.



## ***Safety and Security***

The doors leading to the Middle School Unit are automatically closed during the school day. Fire and Emergency procedures are in place and are practiced regularly with the students.

## ***Labels for Clothes***

Parents are asked to label all their children's possessions, and especially the Sports Uniform. Woven name tapes can be purchased from "De Fil En Aiguille" on rue Grimaldi in Monaco, or ordered from Cash's: [www.jjcash.co.uk](http://www.jjcash.co.uk). A Lost and Found box is situated in the Reception Office.

## ***School Supplies***

All textbooks, workbooks as well as pencil, paper and all other educational supplies are covered by the tuition fees.

Library books and textbooks are the property of the school. In the event that a book is lost, then parents will be asked to reimburse the cost of replacement.

## ***Sports Uniform***

The school has an official obligatory Sports Uniform which must be worn for all Physical Education and sports activities. New students will receive these automatically when they join the school – these will be invoiced separately. Extra items can be ordered at any time: forms and prices are available at the Reception Desk.

## ***Absence from School***

Your child is expected to attend school regularly. If your child is absent because of illness, please contact the school immediately. On return to school, a written note explaining this absence should be sent to your child's class teacher.

In the event that your child's absence is due to an infectious illness, then it is imperative that you inform the Unit Head so that other parents can be notified.

Additional holiday time is strongly discouraged.

*NB Please refer to the school's official Absence Policy on page 14.*



## Home and School

There are many ways in which parents and teachers can keep in touch with each other and ISM actively encourages this dialogue. The teachers, Unit Head and Director are always available to talk with parents and discuss their concerns.

### ***Personal Appointments***

These can be made at any time during the school year. This is best arranged directly with the teacher or Year Leader concerned.

### ***Parent Teacher Conferences***

These more formal meetings are arranged during the school year. We urge you to take advantage of these to discuss your child's progress with the class teacher.

### ***Written Reports***

Full reports are issued in December and June, with a transcript issued in April.

### ***Parent Handbook***

This Parent Handbook, which provides programme and curriculum information as well as details on the day to day organization and policies which govern the school, is automatically given to parents when they enter the school.

### ***Information Sessions***

An Information session, to explain the curriculum, school's philosophy and answer any questions, is held at the beginning of the school year. The Middle School Handbook is distributed to parents at this meeting.

### ***School Newsletter***

A general Newsletter, the ISM Gazette, which provides you with information on what is happening throughout the school, is sent to parents approximately three times per term. A Middle School Newsletter is also available for download via the school website.

### ***Board Communiqué***

The Board of Trustees gives information and communicates its activities to the parent body by way of a Board Communiqué, which is sent home to parents at least once a year.

### ***Annual Report***

At the end of each school year, all parents receive a copy of the Annual Report giving details and information on the previous year's activities.

### ***Class Representatives***

Each class has a parent representative who is a member of the Parent Teacher Association and, as such, is present at all PTA meetings. This representative is there to represent the class, welcome new parents and deal with matters of very general concern.

### ***Database Information***

The information the school has on your child is stored in the database and sent to you regularly for verification. It is essential for good communication and also for security purposes that you help us keep this information updated. All changes should be communicated in writing to the school's Receptionist.

## Health

### ***On Admission***

On admission, all students are required to complete the school's yellow medical questionnaire, as well as a blue medical form, which is required for the Monégasque medical authorities. Photocopies of each child's up to date vaccination certificates must be attached. Parents are reminded that a vaccination against diphtheria, tetanus and polio is compulsory in Monaco. BCG vaccination against TB is also requested. Parents should obtain a medical certificate from their doctor if any vaccinations are contra-indicated.

### ***Medical Visit***

During the school year new students and certain other classes, undergo a medical examination carried by a doctor and nurse from the "Inspection Médicale". This is a brief routine physical check-up and a brief report is then sent home to the parents. Parents are informed well in advance of the dates of these visits. These now take place on school premises with ISM staff present.

### ***Emergency Card***

An Emergency Card with the parent's contact numbers, the names of further contact persons and other important information about the child, is filled in at the time of each child's admission to the school and updated at the beginning of each school year. Parents are responsible for informing the school if any of this information changes during the school year.

### ***Medication***

School policy does not allow school staff to dispense medicine to students without written consent from the parents. Any medicine coming to school must be clearly labeled with the child's name and prescribed dosage. No responsibility can be accepted if a dose is missed. Asthma inhalers must be marked with the child's name and handed to the class teacher for safe keeping. Please keep the Unit Head well informed.

### ***Illness***

Students who are obviously not well, who have sickness or diarrhea or who have fever, should not be sent to school. In the case of contagious diseases, the school should be notified immediately, so that other parents can be informed.

### ***First Aid Training***

All of our staff are trained to administer the basics in first aid. Several of our staff are fully trained in this area and will be contacted to help, should an emergency arise.

### ***First Aid and Emergencies***

The school will administer whatever first aid measures seem necessary if a child is sick or injured at school. Parents will be notified immediately or at the end of the school day if this is deemed more appropriate. If there is any concern, an ambulance will be called immediately and the injured or sick child will be taken to hospital, accompanied by a member of staff who knows the child. The parents will be alerted to meet the ambulance at the hospital. If neither of the parents or the parents' emergency contact person can be contacted, the school will proceed with whatever measures seem necessary.

## Services

### ***Yearbook***

A group of teachers and students work together to produce a Yearbook, which records the most important events of the year, and provides a wonderful souvenir for staff, parents and students.

### ***School Photographs***

Individual and class photographs are taken during the first term: the photographer sends an order form directly to the parents and pictures may be ordered online.

### ***School Directory***

A school Telephone Directory listing the children with their telephone number is issued at the beginning of each year. It is uniquely for the use of the parents and school personnel, but parents not wishing to be included are asked to inform the school's Receptionist.

### ***Learning HUB***

A well resourced learning HUB is available to students and is also open to parents. A PTA Library Committee works closely with the librarians, offering help in many different areas.

### ***Cafeteria***

All children in the Middle School have access to the school's self-service cafeteria. The cost of the meal is included in the tuition fees and menus are posted on the school's website.

# Parents

## ***School Association/General Assembly***

All parents are automatically members of the School's Association.

A General Assembly of the members of the School Association (all parents and members of the Board of Trustees) is held once per year. The date, usually during the spring, will be communicated to you well in advance.

## ***Board of Trustees***

This group of nine elected parents and representatives meets regularly with the school's Director to discuss educational policies, major building projects and the school's finances. Elections to the Board take place every three years at the General Assembly, where all parents have a right to vote and to stand for election.

## ***Parent/Teacher Association***

The PTA is made up of a representative for each class. All parents can attend the monthly PTA meetings, the dates of which will be communicated to you via one of the Newsletters. The minutes of each PTA meeting are posted on the school's notice board.

## ***School Council***

The Board of Trustees set up the School Council to serve as a vital link between themselves, the PTA and the school administration. Several committees work on projects, which will enhance and enrich the school's academic programme.

## ***How Parents can help***

- be a Class Representative
- be a Library Volunteer
- help with the Summer Fête
- be on the School Council
- become a Board Member
- help with the PTA Activities
- help with school outings
- share your expertise with students



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