



Community Handbook 2026/2027

Education Beyond School



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I. Welcome to the Montessori Community !

In an ever-changing society, traditional schooling is not the solution. Teaching is not about memorizing and repeating. In our opinion, teaching is bringing forth the will to learn within each child. We teach children to think for themselves. It is a dynamic that involves the entire personality of the child.

Together, we are building the first alternative school in Morocco. It truly is a challenge as well as an innovation in our country's school system. Our ultimate goal at EMC is to implement the Montessori philosophy within our community as a whole. This makes us all models of respect, independence, motivation and responsibility.

We are thrilled to count you amongst our partners in this wonderful adventure!



II. The Spirit of École Montessori Casablanca

École Montessori Casablanca is a young and dedicated progressive school uniting people from all continents in nurturing human potential.

EMC is aware that children are the better part of humanity, and the hope for a brighter future lies between their hands. They deserve to be loved and respected for who they are and the adults they will become. As adults, we are inclined to be their models and guide them in their quest towards understanding the world and their role within it. We must overcome any barriers that could hinder the mutual respect and consideration that ought to reign between the adults and the children.

I envision a community that is like a big harmonious family, abolishing any attitude of hierarchical superiority. The way we interact with each other must be supportive, positive, and kind, no matter our title. We are all addressed by our first name both by the children and the adults, so as to feed the sentiment that we are all equal citizens of our community.

In other words, our community is profoundly based on the Montessori philosophy. As valuable members of this community, we are expected to work together as a team in supporting its growth and prosperity. I thank all of you for joining EMC in its spirit, mission, and vision.

Aïcha





III. Ecole Montessori Casablanca

Ecole Montessori Casablanca is an independent private establishment, founded in 2011 as the first school in Morocco to embrace an innovative and holistic approach to education. EMC is a progressive British school offering a unique educational setting for pupils from 1 to 18 years of age.

A Brief History

Key milestones in EMC's development:

2011 EMC Grand Opening offering Infant Communities and a Children's House

2013 Opening of the Elementary (6-12 environment)

EMC expanded its educational offerings by introducing an Elementary program for children aged 6 to 12. This addition allowed the school to provide a Montessori education to a wider age group.

2018 Opening of the CIL Campus

EMC opened the CIL Campus, located in the city center. The CIL Campus offers a Montessori program for toddlers and primary-aged children. This campus provides convenient access to Montessori education for families residing in the city center of Casablanca.

2020 Opening of the Adolescent program

This program is located at the House of Youth, offering a progressive education for adolescents in Casablanca

2022 British School Overseas Accreditation

EMC achieved British Accreditation in 2022. This accreditation confirms that the school meets the standards set by the accrediting body in the United Kingdom, signifying its commitment to high-quality education.

2023 Pearson Edexcel Accreditation

EMC obtained Pearson Edexcel Accreditation in September 2023. This accreditation enables the school to offer internationally recognized qualifications and assessments provided by Pearson Edexcel, a renowned UK based examination board.

These milestones highlight EMC's dedication to high educational standards and its continuous efforts to provide a progressive approach to education



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EMC Vision

Nurture the Mind, Unleash the Potential

EMC Mission

EMC's mission is to nurture the future generations in ways that prepare them to be free thinkers, responsible citizens, while unleashing the intellectual, aesthetic, physical, and emotional potential.

EMC Educational Aspirations

EMC aspires to give pupils the necessary tools to adapt to the world which they are growing in and which they will be living in as adults – a different world than the one we know today.

In order to do that, pupils must build the capacity to think and act for themselves through the development of life skills: creativity, communication, collaboration, leadership skills, analytical skills, initiative, curiosity, and imagination.

EMC Approach & Programs

École Montessori Casablanca		Key Stages	UK Year	Age
The Montessori Program	Toddler Community			1-3
	Children's House	Foundation Stage	Nursery	3-4
			Reception	4-5
			Key Stage 1	Year 1
The Blended Program	Lower Elementary	Key Stage 2	Year 2	6-7
			Year 3	7-8
	Year 4		8-9	
	Year 5		9-10	
	Upper Elementary	Year 6	10-11	
The Progressive Program	Lower Secondary	Key Stage 3	Year 7	11-12
			Year 8	12-13
			Year 9	13-14
	IGCSE	Key Stage 4	Year 10	14-15
			Year 11	15-16
	A Levels	Key Stage 5	Year 12	16-17
Year 13			17-18	



IV. The Approach

MONTESSORI

In an ever-changing society, traditional schooling is not the solution. Pupils must be given the opportunity to develop tools and skills to think and act for themselves. This is a dynamic process that involves the entire personality of the child.

EMC values each pupil's individuality and believes in their innate capabilities. Its approach to education is guided by Maria Montessori's renowned strategies and practices, which are designed to foster the comprehensive growth and development of pupils:

Mixed-Aged Classrooms: The environments are thoughtfully designed to foster a diverse and inclusive learning environment. By bringing together pupils of different ages, a unique social dynamic is created, one that encourages broader social interactions and the opportunity to learn from one another. Pupils develop invaluable skills in communication, empathy, and cooperation that are essential for life.

Three-Hour Work Cycle: EMC believes in empowering pupils to take charge of their learning journey. Through a three-hour work cycle, pupils experience the freedom to engage in self-directed learning and plan activities based on their interests. This dedicated time allows for deep exploration, cultivating a sense of ownership and intrinsic motivation that fuels their lifelong love for learning.

Independent Exploration: EMC fosters independent thinking and nurtures pupils' innate curiosity. The educational approach encourages them to explore and discover knowledge independently, honing their critical thinking skills and problem-solving abilities. By taking responsibility for their education, pupils become confident learners equipped with the skills needed to navigate the complexities of the modern world.

Personalised Instruction: EMC understands that every child is unique and learns differently. Its team of dedicated educators provides personalised instruction, tailoring lessons to the pupils' individual needs and learning style. They serve as mentors and guides, fostering a deep understanding of concepts and igniting your child's curiosity. With their support, the pupils will flourish academically and develop a lifelong thirst for knowledge.

The Montessori approach supports spontaneity, inner motivation, independence, determination, perseverance, self-control, order, and initiative. In other words, the invaluable work habits of a free person.



THE BRITISH CURRICULUM

EMC, a BSO Certified School

The BSO Scheme is the UK Department for Education's voluntary inspection scheme for overseas schools. Overseas schools describing themselves as "British" are subject to recognition by the British government under the voluntary inspection scheme.

Embracing the British identity and state requirements comes with major changes in EMC's programs. As EMC is seeking academic excellence as much as developing strong citizenship values, the choice of the Pearson Edexcel certification came as the most evident one. [Please consult our BSO policies on this link.](#)

A PEARSON EDEXCEL Accredited School

Pearson Edexcel is the brand name for academic and general qualifications from Pearson, including IGCSEs and A levels, as well as some vocational qualifications. Designed to advance learners' skills while developing knowledge, Edexcel's qualifications help learners either progress to higher education or go directly into employment. They are grounded in the quality and traditions of the British education system made relevant for today's UK and international learners.

In the UK, Edexcel qualifications are suitable for a wide range of learners aged from 14 to 19.

CAMBRIDGE as Private candidates

Cambridge is the brand name for academic and general qualifications, including IGCSEs and A levels, as well as some vocational qualifications.

Seeking to offer the most interesting range of options for its pupils, Cambridge IGCSEs or A levels can be taken as private candidates.

THE PROGRAMS

EMC offers 3 programs of excellence, all implementing the Montessori approach, in various ways.

The Montessori Program

Early Childhood : 1 to 6 years of age

The Blended Program

Childhood: 6 to 11 years of age

The Progressive Program

Adolescence: 11 to 18 years of age



The Montessori Program

Early Childhood : 1 to 6 years

Fostering Independence

The EMC Montessori Program provides a unique and enriching educational experience for young learners. The curriculum is designed to embrace and apply the Montessori philosophy, promoting independence, curiosity, and a love for lifelong learning. Here is an overview of the Montessori Curriculum:

Practical Life Skills: The foundation of the curriculum lies in developing practical life skills. Through purposeful activities such as pouring, buttoning, sweeping, and more, pupils gain independence, fine motor skills, and a sense of responsibility for themselves and their environment.

Sensorial Exploration: Nurturing the senses is a gateway to understanding the world. The sensorial activities engage pupils' senses of sight, touch, sound, taste, and smell, helping them refine their perception, develop cognitive skills, and make meaningful connections.

Language and Literacy: The language curriculum focuses on building a strong foundation in literacy. Through phonetic-based materials, storytelling, reading, and writing activities, pupils develop their reading comprehension, vocabulary, grammar, and writing skills, fostering effective communication and self-expression.

Mathematics: The mathematics curriculum guides pupils towards a solid understanding of mathematical concepts. Through hands-on manipulatives and activities, pupils explore number sense, addition, subtraction, multiplication, division, fractions, geometry, and problem-solving, developing critical thinking and logical reasoning abilities.

Cultural Studies: The cultural studies curriculum encompasses geography, history, science, art, music, and more. Pupils explore different cultures, their traditions, and the natural world around them. They engage in hands-on experiments, creative projects, and global awareness activities, fostering a sense of respect, diversity, and curiosity.

Individualised Learning: Montessori education recognizes that each child learns at their own pace and has unique interests and strengths. The curriculum is tailored to meet individual needs, allowing pupils to progress through the materials and concepts at their own pace, fostering a love for learning and a sense of accomplishment.

Guided Discovery: The teachers act as guides, observing each child's progress, providing individualised support, and encouraging self-directed learning. They foster a nurturing and respectful environment that promotes exploration, collaboration, and independence.

Parent Engagement: Partnership between school and parents is key to the success of our pupils. Parents are involved through regular communication, workshops, and events, enabling them to actively participate in their child's education and reinforce Montessori principles at home.



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The Montessori Program at EMC is subdivided into two unique learning environments:

- Toddler Community: 1 to 3 years
- Primary Community (Children's House): 3 to 6 years

EMC is dedicated to providing a comprehensive and holistic Montessori curriculum that nurtures the whole child's development. Through hands-on exploration, independent learning, and a supportive community, EMC strives to inspire a lifelong love for learning and empower our pupils to reach their fullest potential.

The Blended Program

Childhood : 6 to 11/12 years

Cosmic Education

EMC achieved British Schools Overseas Accreditation in 2022. This accreditation confirms that the school meets the standards set by the accrediting body in the United Kingdom, signifying its commitment to high-quality education and adherence to the British curricular benchmarks.

EMC's carefully crafted curriculum objectives are rooted in the Montessori approach, prioritising effective learning experiences for pupils. These objectives form the foundation of its educational program, guiding educators in cultivating knowledge, skills, and competencies. Through thoughtful alignment of instruction and assessment, the aim is to empower pupils with the tools they need to succeed academically and thrive in the ever-evolving world beyond the classroom.

Through a thoughtfully curated approach, the Blended Program creates an inclusive and dynamic learning environment that nurtures the intellectual growth and development of the pupils. By embracing the esteemed teachings of Maria Montessori, we celebrate her rich heritage and the enduring principles that underpin our commitment to providing an education of excellence.

The Montessori Dimension

Cosmic Education: Cosmic Education nurtures pupils' global perspective and understanding of the interconnectedness of all living beings. Pupils learn that all life forms rely on one another and cannot exist in isolation. This inspires pupils to appreciate and recognize the interdependence of the world around them. Dr. Montessori believed that through this holistic approach, pupils develop a personal philosophy that ignites their curiosity, grants them a deeper understanding of their role in the world, and motivates them to fulfil their purpose.

The curriculum begins with the "Great Lessons," which are impressionistic stories that introduce pupils to fundamental concepts and the interconnectedness of knowledge. These lessons serve as a foundation for further exploration in subjects such as astronomy, earth science, biology, history, anthropology, social studies, language, mathematics, music, and art. The aim is to provide children with a holistic understanding of the universe and their place in it.



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Mixed Aged Classrooms

The Elementary program is divided into Lower Elementary (ages 6-9) and Upper Elementary (ages 9-12). This offers a micro-society of pupils of various ages, interests, and personalities, which provides opportunities for socialisation, collaboration, and the development of leadership skills. Pupils learn to receive help and offer help, fostering a sense of community and interconnectedness.

Independent Research

Independent research plays a significant role in the Montessori elementary curriculum. Pupils engage in small group projects that spark their imagination, stimulate their intellect, and promote their reasoning abilities. These projects encourage critical thinking, problem-solving, and creativity. The emphasis is on the process of learning rather than simply acquiring information, allowing children to actively participate in their education.

Emotional Intelligence and Community: EMC believes in the power of emotional intelligence and the importance of a supportive community. EMC fosters a warm and inclusive environment where pupils feel valued, respected, and encouraged to express their thoughts and emotions. Through cooperative activities and a focus on empathy, pupils will develop strong interpersonal skills and a sense of belonging.

Cultivating Awe and Gratitude: EMC aims to instil a sense of awe and gratitude pupils for the world around them. By exploring the interconnectedness of subjects, pupils gain a deeper understanding of the world's wonders. This holistic approach cultivates a lifelong appreciation for learning and nurtures their curiosity about the interdependencies between different areas of knowledge.

“Going Out”: EMC embraces the practice of “going out” to provide pupils with real-world learning experiences. Through small-group learning and meaningful connections with classroom lessons, they venture beyond the confines of the classroom, actively participating in planning their educational adventures. This approach breathes life into their education, creating a vibrant and enriching learning journey.

Overall, the Montessori elementary curriculum aims to support pupil's intellectual growth, social development, and moral orientation. It recognizes their natural curiosity, energy for research and exploration, and their desire to contribute to the world. By providing a rich and integrated learning environment, Montessori education nurtures pupil's intellectual abilities, social skills, and their sense of connectedness to humanity.



Meeting the Benchmarks of the Uk National Curriculum

English Language Arts (ELA)	Cultivating strong communication skills, critical thinking abilities, and a deep appreciation for literature. Through engaging and thought-provoking activities, pupils develop their reading, writing, listening, and speaking skills. The ELA curriculum encompasses a wide range of literary genres, allowing pupils to explore diverse perspectives and develop their own voices. The ELA Program fosters a love for reading and encourages independent thought, empowering pupils to become effective communicators and lifelong learners in the realm of language arts.
Mathematics	Instilling a strong foundation in geometry, numerical literacy, problem-solving, and critical thinking skills, empowering our pupils with mathematical proficiency essential for their future endeavours.
Science	Engaging young minds in the wonders of scientific inquiry, experimentation, and exploration, fosters a deep understanding of the natural world and its phenomena.
Geography	Cultivating a global perspective, the Geography Program encompasses the study of both physical and human geography, enabling pupils to understand and appreciate the interconnectedness of the world we inhabit.
History	According to Montessori's philosophy, the History Program implements two different approaches: The vertical approach provides an understanding of sequence in history and demonstrates the cause and effect of different events. The Horizontal approach allows comparing different cultures while concentrating on the same fundamental human needs across different cultures. Uncovering the tapestry of human history, The History Program invites children to delve into captivating narratives, significant events, and the diverse cultures that shape our world.
French	Aligned with the French curriculum tailored for international schools, EMC's educational philosophy centres around the unique needs and abilities of each student. By placing a strong emphasis on fostering language proficiency, including the essential skills of reading, writing, and effective communication, the pupils are empowered to excel in their linguistic journey. Through personalised instruction and targeted support, EMC strives to cultivate a deep appreciation for the French language, equipping the pupils with the tools they need to express themselves confidently and effectively.
Arabic as an additional language (AAL)	The AAL program is designed for pupils who are learning Arabic as an additional language and seeks to facilitate the acquisition of the language (listening, speaking, reading and writing) and to develop an ability to use the language effectively for practical communication and deepen pupil understanding of Moroccan and Arab culture.



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Music, Drama, Art and Design	These tools are integrated across subjects to allow a creative exploration of the topics studied. Fostering creativity and self-expression through various artistic mediums, allowing the pupils to explore their imaginative potential.
Physical Education (P.E.)	Promoting physical fitness, motor skills, teamwork, and sportsmanship, the comprehensive PE program nurtures both the physical and social development of our children.
English as a second language (ESL)	When needed, EMC provides specialised support to those pupils who are developing proficiency in English as an additional language, ensuring their smooth integration into EMC's academic community.
Curriculum Support	The Curriculum Support Program is designed to provide individual targeted support for core subjects such as English and Math to help children who need additional work to meet the academic benchmark set by the UK National Curriculum.

EMC Elementary Academic Curriculum Objectives

Mathematics

The curriculum for mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

The curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop an understanding of the nature, processes and methods of science through
- different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future



Geography

The curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History

The curriculum for history aims to ensure that all pupils:

- know and understand the history around them as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- gain historical perspective by placing their growing knowledge into different contexts,
- understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

English

The curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language



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- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

French

The curriculum for French aims to ensure that all pupils:

- develop proficiency in all aspects of the french language: listening, speaking, reading, and writing.
- communicate confidently and accurately in french, expressing thoughts, ideas, and opinions.
- comprehend and analyse written texts in french, expanding vocabulary and applying grammatical structures.
- read and comprehend a variety of written texts in french, such as articles, stories, and informational materials.
- write in french for different purposes, including narratives, descriptions, and persuasive texts, while applying appropriate grammar and spelling rules.
- cultivate cultural awareness and appreciation for french-speaking countries through literature and customs.
- actively engage in classroom activities and discussions in french, demonstrating effective communication skills.

Arabic (AAL)

The curriculum for Arabic as an Additional language aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

Physical Education (P.E):

The curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

English as a second language (ESL):

The curriculum for ESL aims to ensure that all pupils:

- are able to understand and respond to spoken and written language from a variety of authentic sources.



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- develop increasing confidence, fluency, and spontaneity in speaking, finding effective ways to communicate their thoughts and ideas, engage in discussions, ask questions, and continuously improve their pronunciation and intonation accuracy.
 - demonstrate writing skills at various lengths, for different purposes and audiences, utilising a range of grammatical structures they have learned.
- discover and cultivate an appreciation for a variety of writing styles within the language being studied.

Curriculum support:

The curriculum aims to ensure that pupils:

- gain confidence, actively engage in learning, and develop positive attitudes towards their academic progress.
- utilise resources and strategies provided to independently reinforce skills in core subjects.
- make progress in academic performance, achieving UK National Curriculum benchmarks and showing overall growth.
- develop study habits, organisational skills, and time management abilities for independent learning.
- cultivate a growth mindset, embracing challenges and striving for improvement in core subjects.

The Progressive Program

Adolescence: 11 to 18 Years

A New Education for a New World

The world is experiencing exponential change, rendering traditional educational models obsolete in keeping pace with the evolving needs and challenges of the 21st century.

At EMC, a progressive approach is at the core of our educational philosophy, which is reflected in the implementation of interdisciplinary project-based learning. The secondary program is designed to foster crucial skills such as creativity, adaptability, resilience, digital literacy, and ethical decision-making through experiential learning and real-world applications. EMC offers a comprehensive Design and Technology program and an Entrepreneurship program, integrated with Art and Digital Literacy. By combining these elements, pupils are offered keys to the modern world.

The academic curriculum is aligned with the UK National Curriculum, and plays a pivotal role in laying a strong foundation for our pupils' success in the UK's secondary examinations. Yet EMC goes well beyond the academic scope of the UK national curriculum, placing a strong emphasis on equipping pupils with essential skills they need to thrive. In addition to a rigorous academic curriculum, the program is designed to foster critical thinking, creativity, collaboration, effective communication, and problem solving skills. Education must empower pupils to navigate complex challenges, adapt to technological advancements, and become well-rounded individuals capable of making a positive impact.



By combining a comprehensive academic curriculum with a focus on 21st century life skills, EMC ensures its pupils are not only prepared for higher education but also for a future where they can confidently contribute to society and excel in diverse professional environments.

LOWER SECONDARY : 11-14 Years

Lower Secondary, also known as Key Stage 3, is a critical phase in a pupil's education that typically covers Year 7, Year 8, and Year 9. During these three years, EMC aims to foster intellectual curiosity, encourage critical thinking, and promote a love for learning among our pupils, guided by the principles of Montessori education.

EMC's Lower Secondary curriculum encompasses a wide range of subjects, carefully designed to develop pupils' knowledge, skills, and understanding across various disciplines. Through a Montessori-inspired approach, pupils are provided with opportunities to explore and engage with their learning in meaningful ways. These subjects include: English, Mathematics, Science, Global Perspectives, Design & Technology, Computing, Art, French, and Arabic.

- **English:** [check the program details here](#)
- **Mathematics:** [check the program details here](#)
- **Science:** [check the program details here](#)
- **Global Perspectives:** [check the program details here](#)
- **Design & Technology:** [check the program details here](#)
- **Computing:** [check the program details here](#)
- **Arts:** [check the program details here](#)
- **French:** [check the program details here](#)
- **Arabic:** [check the program details here](#)
- **English As a Second Language:** [check the program details here](#)

UPPER SECONDARY: 14 to 18 Years

IGCSE

IGCSE stands for "International General Certificate of Secondary Education". It is equivalent to the GCSE qualification which is taken by pupils in Year 10 – 11 in the UK to prepare them for further pre-university level study, such as A-levels.

The IGCSE is the 'international' version of this academic qualification as it's available in many countries around the world. In the UK, the IGCSE is typically taught at international schools or private schools, rather than at state schools.



IGCSEs are internationally recognised as a highly-respected official high school qualification and act as the gateway to further academic study in the UK and beyond. IGCSE examinations signal the completion of High School education, and are designed for pupils aged 14+ who want to progress on to A-levels – or other international equivalents – before entering university.

Undergraduate courses at UK universities will specify that applicants need to meet certain requirements at IGCSE level to receive an offer, as well as obtaining the required A-level grades.

Exam Boards

IGCSEs are accredited by either Cambridge (Cambridge International Examinations) or Edexcel (Pearson Edexcel) exam boards.

IGCSE SUBJECTS

It is mandatory to complete 5 IGCSEs. However, pupils are welcome to choose as many subjects as they wish, from the following propositions:

CORE SUBJECTS

- **IGCSE Mathematics** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE English Language** - Exam Board: Pearson Edexcel
[check the program details here](#)

ADDITIONAL SUBJECTS

- **IGCSE Combined Science** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE Co-ordinated Sciences (Double Award)** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE Economics** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE English Literature** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE French** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE Geography** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE History** - Exam Board: Pearson Edexcel
[check the program details here](#)



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- **IGCSE Biology** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE Chemistry** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE Physics** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE Arabic** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE Design & Technology** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE in English as a Second Language** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **IGCSE Computer Science** - Exam Board: Pearson Edexcel
[check the program details here](#)

Exploring the Sixth Form Curriculum

The Sixth form, also referred to as “Year 12” and “Year 13” in the UK, plays a crucial role in preparing students for higher education or the professional world. It serves as the final two years of secondary education, bridging the gap between earlier schooling and the transition to university or employment. This stage offers students an invaluable opportunity to deepen their knowledge in chosen subjects, develop critical thinking skills, and cultivate the independence and maturity necessary for their future pursuits.

The sixth form curriculum is designed to be diverse, allowing students to tailor their studies according to their interests and aspirations. With a wide range of subjects available, including sciences, humanities, creative arts, and other educational pathways, pupils can specialise in subjects aligned with their passions and future career goals, enabling them to excel in their chosen fields.

The program goes beyond academics and emphasises holistic development in students. EMC recognizes the significance of personal growth, leadership skills, and community engagement. Through co-curricular activities, volunteering opportunities, and leadership programs, students develop a well-rounded skill set that prepares them to thrive in higher education and future professional endeavours.

Preparing students for their future is a top priority. We provide comprehensive support through career guidance, university counselling, and access to resources that help students make informed decisions about their higher education options and career pathways. The dedicated team ensures that pupils are equipped with the necessary skills and knowledge to embark on their desired paths with confidence.



A Levels

Depending on their educational preferences and future plans, pupils can choose to pursue A-level qualifications. A-Levels (Advanced Level qualifications) are a UK subject-based qualification for students aged 16 and above. They are usually studied over two years, leading to qualifications recognised for entrance to higher education institutes in the UK and many others worldwide. Most higher education institutes require a minimum of 3 subjects.

EMC's dedicated adolescent guides and specialists provide personalised guidance to help pupils select the most suitable pathway to achieve their academic and career goals. There are no compulsory subjects with A Levels. Instead, students are free to choose the topics that interest them the most or feel will benefit them for their future studies or careers. Students typically study three subjects. Subjects include English Language & Literature, French, Maths, Biology, Physics, Chemistry, History, Geography, Psychology, Economics, Art, Design & Technology, Information Technology, Religious Studies, and Modern Foreign Languages.

A Level Exam Boards

A Levels are accredited by either Cambridge (Cambridge International Examinations) or Edexcel (Pearson Edexcel) exam boards.

A LEVEL SUBJECTS

- **A Level English Literature** - Exam Board: Pearson Edexcel
[check the program details here](#)

- **A Level Mathematics** - Exam Board: Pearson Edexcel
[check the program details here](#)

- **A Level Economics** - Exam Board: Pearson Edexcel
[check the program details here](#)

- **A Level French** - Exam Board: Pearson Edexcel
[check the program details here](#)

- **A Level Geography** - Exam Board: Pearson Edexcel
[check the program details here](#)

- **A Level History** - Exam Board: Pearson Edexcel
[check the program details here](#)

- **A Level Biology** - Exam Board: Pearson Edexcel
[check the program details here](#)

- **A Level Physics** - Exam Board: Pearson Edexcel
[check the program details here](#)

- **A Level Chemistry** - Exam Board: Pearson Edexcel
[check the program details here](#)

- **A Level Arabic** - Exam Board: Pearson Edexcel
[check the program details here](#)



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- **A Level Design and Technology** - Exam Board: Pearson Edexcel
[check the program details here](#)
- **A Level English as a Second Language** - Exam Board: Pearson Edexcel
[check the program details here](#)

Co-curricular Activities

EMC believes in providing a well-rounded education that extends beyond the confines of the classroom. Co-curricular activities are an integral part of a holistic education. They foster personal growth, encourage teamwork, promote creativity, and help students discover their unique talents and passions.

As such, EMC offers an exciting array of co-curricular activities designed to unleash the hidden talents and passions of its pupils. From cooking and crafts to volleyball, football, swimming, track and field, and robotics, there's something for everyone to explore and excel in!



V. Our Policies and Procedures

Our Administration

- **Aicha Sajid:** Head of School
- **Leila Ouarrak:** Senior Leadership Team & Designated Safeguarding Lead
- **Domizia Trenta:** Admissions Manager
- **Kaoutar Bouharrat:** Administrative Assistant
- **Mohammed Nawaz:** Head of Pedagogy & HoY Coordinator-SLT
- **Adel Tazi:** SLT-Secondary Lead
- **Sadaf Khan:** Elementary Coordinator
- **Rosemary Edwin:** Primary Coordinator
- **Vincent Narwaez:** Head of Montessori Pedagogy

Enrolling at EMC

In order to realize children's full potential it is important parents commit their child for the entire duration of the primary program (3 years) or elementary program (6 years).

- **Protocol of Enrollment**

EMC is committed to an accurate admission protocol.

Our admission policy does not discriminate on the basis of race, social class, religion, and disability.

All applications must go through the following steps :

1. School visit and introduction to the Montessori method
2. Submission of the application
3. Parent observation (in an environment)
4. Child observation
5. Parent interview with Head of School
6. Notification of decision

- **Class Placement Chart**

Date of Birth Range	Child's Age	UK Year Group	Key Stage	Montessori Environment
September 1, 2023 and August 31, 2025	1 - 3			Montessori Toddlers Community
September 1, 2022 and August 31, 2023	3 - 4	Nursery	Early Years Foundations Stage (EYFS)	Montessori Primary
September 1, 2021 and August 31, 2022	4 - 5	Reception		
September 1, 2020 and August 31, 2021	5 - 6	Year 1	Key Stage 1	
September 1, 2019 and August 31, 2020	6 - 7	Year 2		
September 1, 2018 and August 31, 2019	7 - 8	Year 3		
September 1, 2017 and August 31, 2018	8 - 9	Year 4		



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Date of Birth Range	Child's Age	UK Year Group	Key Stage	Montessori Environment
September 1, 2016 and August 31, 2017	9 - 10	Year 5	Key Stage 2	Montessori Upper Elementary
September 1, 2015 and August 31, 2016	10 - 11	Year 6		
September 1, 2014 and August 31, 2015	11 - 12	Year 7	Key Stage 3	Lower Secondary
September 1, 2013 and August 31, 2014	12 - 13	Year 8		
September 1, 2012 and August 31, 2013	13 - 14	Year 9		
September 1, 2011 and August 31, 2012	14 - 15	Year 10	Key Stage 4	IGCSE
September 1, 2010 and August 31, 2011	15 - 16	Year 11		
September 1, 2009 and August 31, 2010	16 - 17	Year 12	Key Stage 5	A LEVELS
September 1, 2008 and August 31, 2009	17 - 18	Year 13		

• Criteria of Eligibility per Environment

All enrollments are based on observation. Before an observation is scheduled, the following is our criteria for eligibility:

Toddler Community

- Between 1 and 2 years of age during the calendar year
- Motor Capacities
- Walking

Primary

- At most 3,5 years of age during the calendar year
- Motor Capacities
- Use of language
- Using the toilets

Elementary

- Between 6 and 7 years of age during the calendar year
- Previous School records
- Reading and writing in English

Adolescent Program

- At least 11 years of age
- Previous School records
- Strong English skills



Financial Terms

It is understood that enrollment is for the entire academic school year, which consists of a trimestrial or annual payment plan and financial commitment. Any exceptions made are at the discretion of the Head of School.

- First trimester is due by September 11th
- Second trimester is due by December 11th
- Third trimester is due by March 12th
- Reenrollment fees :
 - Until April 5th: 8 000 Dh / 10 000Dh
 - Between April 6th & June 30th: 10 000 Dh / 12 000 Dh
 - Between July 1st & September 1st: 12 000 Dh / 14 000 Dh

All payments must be made by bank transfer.

Late payment charge is 2% per actual trimester after 11th September, 11th December, 12th March.

Late payment charge is 6% per actual trimester after 11th October, 11th January, 12th April.

If payment has not been received after one month and no prior alternative arrangements have been requested and approved by the Director, there may be a suspension of your child's attendance at school until balances are paid in full. Your tuition agreement will continue through the duration of the running trimester and financial commitment.

2026/2027 Fees

Charges, Fees & Discounts

Enrollment, tuition, and other fees are not refundable. Please refer to your Tuition and Enrollment Fees Form.

One time Fees - non refundable

- Application Fee (per child) due when applying for admission to the school.
- First Enrollment Fee (per child) due when enrolling at the school.

Annual Fees - non refundable

- Enrollment Fee (per child) due at the time of enrollment.
- Tuition Fees are due before each trimester.

Discounts

1 st Child in	2 nd Child Discount	3 rd Child Discount and subsequent child(ren) of the same family
Toddlers, Primary and Elementary, 1 to 11 years of age	-	15%
Secondary Secondary, 11 to 18 years of age	5%	15%



Additional Fees

- Additional fees may apply for field trips, outfits (in case a child needs to change clothing and does not dispose of any extra clothing of his own), etc.

CALIFORNIE & CIL CAMPUS

Adaptation Schedule

In order to ensure a smooth transition into our school, children are slowly integrated into the school day. Therefore the first weeks of school are not full days and you may be required to bring your child in at a time different from the normal start time. We thank you in advance for accommodating the sporadic schedule for the first weeks of school.

Discipline

“Freedom within limits” is at the core of Montessori philosophy, and therefore at the core of the Montessori environment. Children in Montessori environments enjoy the considerable freedom of movement and choice they have. However their freedom always comes within the scope of well-defined limits, taking into account behavior patterns. Children are free to do what they choose within the community rules, and if they step out of the set boundaries, they will firmly be refocused. The preparation of the environment and the careful definition of rules is key to disciplinary success. When a child crosses a line, and resists positive redirection, the guide will start an active discussion with him/her. If a child is putting himself/herself or another child in danger, an adult will intervene right away. Once the child is out of danger, then the guide will judge and assess the situation and decide on the measures to take. If no disciplinary measure works, the guide can ask a child to sit quietly away from the other children in order to calm down and regain self-control. When the child is ready to go back to work, s/he will be allowed to do so.

Behaviour & Discipline

Conflict is inevitable amongst children. At Ecole Montessori Casablanca we help our children learn to manage their own social relationships by facilitating their resolution of conflict. Physical and verbal punishment is strictly prohibited and bullying of any form will not be tolerated.

When conflict occurs, we do not victimise or accuse any individual of wrongful behaviour. We focus on resolution through observation, thought and discussion of what is acceptable and unacceptable behaviour between those involved. Children, who may not understand the concept of what ‘sorry’ means, are encouraged to care and comfort their friends as an act of apology.

The following approaches are also used if a child is unable to resolve the conflict immediately and requires some distance from the situation before a discussion can be held.

Re-direction:

This is where a child is re-directed away from the situation and the behaviour at issue stops due to the new set of circumstances. This is done very calmly and it is also explained to the child why they had to leave an area.



Reflection Time:

Reflection time is used only on a very limited basis. This should be for a short period of time and the child should have a very thorough understanding of why the behaviour is unacceptable. It is best used during more active times where a child likely needs an opportunity to calm down and reflection time offers an opportunity for the child to resume control of his/her actions.

HOY DISCIPLINARY POLICY

Physical or Emotional Violence:

Any physical or emotional violence is not tolerated, and immediate action will be taken. This includes:

1. Calling the parents to pick up the child
2. A disciplinary meeting is held, which may result in the following:
 - The child being suspended from the school for several days
 - The child being excluded from the school
 - Counseling can be requested by the school

Shadowing:

In exceptional circumstances when a child shows consistent disruptive or aggressive behaviour over a period of time a 'shadow' may be temporarily assigned to that child in order to provide quick re-direction and to protect the other students. If the behaviour remains a concern then a parent-teacher conference will be held to fully discuss the situation, reasons for the behaviour and possible solutions. A shadow is appropriate in only a few situations as we are striving to have children control their own behaviours and actions. In cases where a long-term shadow is deemed appropriate it is then the responsibility of the parent to financially support the need for additional staffing for their child. The fee for this extra service can be up to 7 000 MAD per month, and must be paid regardless of any school vacation.

The school is responsible for training the shadow and will help the family in finding the right person, a meeting will be held to discuss the eventual shortening of the child's school days, or his/her temporary absence until a shadow is available and properly trained for the task. The role of the shadow is not to report or discuss the child's progress with the parents, that remains the sole responsibility of the environment guide.

Toddler Biting Policy

Biting is a normal part of a toddler's development. Some young children at this age are unable to communicate verbally thus they deal with their problems by biting. An occasional bite is expected and usually occurs in every toddler environment.

However, we are unable to keep children that bite on a regular basis. If your child bites another child/teacher, actions will be taken for the safeguarding of the community.

If a child is asked to leave due to biting, the child will be welcomed back at a later date when the biting stage has ceased.



A Typical Day

Children work on different activities naturally, all the while respecting the group's rhythm and daily dynamic. Each child is unique therefore his days unfold differently according to his desire and frame of mind, as well as targeted plans. Within defined limits the child's choices are always respected.

The Montessori work cycle is an uninterrupted period of three hours where children are free to work.

Meals

Meals are as much an integral part of the learning process as any other activity.

Lunchtime is a beautiful experience in the Montessori Prepared Environment. Children may spread, set the table and share a meal with their friends. We serve a hot and well-balanced lunch each day. Lunches include fresh vegetables (seasonal), proteins (fish, chicken, turkey, beef), low release carbohydrates (cereals, grains, pasta, rice, bread, potatoes) and fruit (seasonal) or dairy products (yoghurt, cheese), and low amounts of fat (olive oil). We also try to keep our lunch menu child-friendly and encourage children to try the foods they are offered.

Lunches are served family-style so children learn to serve themselves. Having family-style serving also helps reinforce grace and courtesy, which is used throughout our day. They are able to converse and practice their manners with their friends and teachers. The children learn to clean up after themselves and enjoy the pride they feel in being able to act in an independent and responsible manner.

Children with specific dietary needs (celiac, intolerance for cow's milk proteins, vegetarians...) are taken into consideration, and meals are adapted to their diet. It is not authorized to bring cooked meals from home, however, we invite parents to consult the weekly menu available on the school website, and send appropriate substitutes with their child that could be cooked within our school kitchen. For example, gluten-free cereals or bread, vegetarian steaks, etc. The intention is not to replace by a different food, but to supply a similar food with a different composition. For vegetarians who choose to not bring any substitute, the kitchen can offer eggs, cheese, or chickpeas as substitutes for any meat (egg burger, chickpea nuggets, etc.)

If your child requires a special diet, a specific plan **MUST** be agreed on and an official form signed by the physician. [Please refer to our Health Care Plan.](#)

Elementary "Going Out", Field Trips and Sports Classes

"Going out" is an integral part of the Montessori Elementary experience. It is the children themselves who are the instigators and organizers of these outings. They do not involve the whole classroom, but those who are concerned by the particular research related to the outing. This can be visiting anything outside the school community, from a supermarket to a museum, a library, an industry, as well as nature.

A field trip involves the whole class and is mandatory for all.

These outings are financed by the families.

The children are accompanied by at least one adult from their environment to the Sports Facilities.



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Schedules

Toddler Community (1 to 3 years of age)

8 : 50 am*	- 11 : 15 am	Morning Work Cycle
11 : 15 am	- 12 : 15 pm	Lunch
12 : 15 pm	- 3 : 20 pm	Afternoon Work Cycle**
3 : 20 pm		Dismissal

* Siblings of children enrolled in our primary or elementary programs can be greeted starting 8:10 am.

** Children are encouraged to nap at any time during the day, depending on their needs.

Primary Community (3 to 6 years of age)

8 : 10 am	- 11 : 30 am	Morning Work Cycle
11 : 30 am	- 12 : 30 pm	Lunch
12 : 30 pm	- 3 : 10 pm	Afternoon Work Cycle
3 : 10 pm		Dismissal

Children are allowed to nap at any time during the day, depending on their needs.

Elementary Community (6 to 11 years of age)

8 : 10 am	- 11 : 30 am	Morning Work Cycle
11 : 30 am	- 12 : 30 pm	Lunch
12 : 30 pm	- 4 : 00 pm	Afternoon Work Cycle
4 : 00 pm		Dismissal

Late Arrivals and Pick-Up Arrangements & After-School Activities: Who to Contact?

Late arrival and messages regarding collection arrangements:

- 24 hours in advance:
Please email the Guide, copying Domizia (contact@montessoricasablanca.com).
- During the school day or at short notice:
Please call the school on 0522 219 668.

After-school activities (content, enrolment, timetables, cancellations, pick-up arrangements, etc.):

Please contact Kaoutar Bouharrat Cheguer:

- By email: kaoutar@montessoricasablanca.com
- By WhatsApp: +212 766 484 217

Cantine and Food

The canteen is mandatory for all children enrolled in our school. Any foodstuffs brought from home will be sent back. The menus are adapted to the children's needs and vary each week, within a three week cycle. Allergies and particular restrictions are taken into account whenever possible.



Snack

Snack is served daily in all our environments. Each parent will have the opportunity to bring in food for his or her community using the snack list we provide.

We have chosen nutritionally balanced foods, which may include grains, proteins, fruits, or vegetables. Please let us know in writing if your child may have any food allergies.

Children take part in the preparation of snack, which may include activities such as peeling a banana. By placing the responsibility of food preparation on the child, under the guidance of the adult, the child garners independence and develops self-confidence in his daily tasks and routines. In a Montessori Community we enable the children to accomplish tasks by themselves and foster the ability to care for oneself. Food preparation is an exciting opportunity for the child to develop a sense of self-worth and accomplishment as they soon discover that their work is important and that they are a vital and an active member of the community.

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Every week, two families provide the snack to the child's classroom. Parents will be notified of their turn a week in advance, and provided with the snack list.

Parents will also be asked to bring fresh flowers so the children can arrange them in their environments. Please choose flowers, that are not pre-arranged in a bouquet. Bouquets will be returned to the parents.

In the event your child is not coming to school on the day he is scheduled to bring snack, please do bring the basket to school for the rest of the class, so they do not suffer from its absence.

Attendance

• Assiduity

At EMC attendance is a priority and is critical to your child's academic success. EMC is a school of choice. Families who actively choose to enroll their children in EMC have opted for an educational program, with all of its rich researched-based Montessori materials, presentations and experiential learning. This cannot be duplicated outside the environment, which makes your child's daily attendance even more critical for success.

Absence from school hurts not only the student but also the class. The success of the Montessori environment relies partly upon the strength of the learning community that is developed. When the student is not in school, s/he is missing out on critical classroom experiences, and the student's classmates are missing out on her/his contributions to the classroom community.



We will reconsider the admission of a child if s/he is absent too frequently or for a long period of time with no justification (medical note). We do request you provide a medical note – a certificate of good health – if and when your child is absent for more than two days after a contagious disease.

Absences for early vacation departures are strictly not allowed, in which case the school reserves the right to disciplinary action.

Arrival & Dismissal

In order to encourage independence in each child we request that you say goodbye to your child at the entry to school. To reduce your child's anxiety about school we ask you drop off and pick up your child in a brief manner. Following these rules will help to establish consistency and rituals that will reassure your child. Parents are asked to drop their child off at the front gate. A staff member will greet your child in the morning and bring him to his designated area on the arrival/dismissal deck. At arrival, Primary children will be collected as a group by their Primary guide. The Toddler community children will be collected one by one and taken to their environment by an assistant. At dismissal you may collect your child at the front gate, just outside the arrival/dismissal deck. In order to establish a sense of security and consistency for the child we ask that you abide by these guidelines. Most importantly, trust your child: he is more resourceful than you think!

• Being on time!

Punctuality is a school value. This is imperative in efforts to maintain our school structure and best practices in education. We ask that you make a commitment to bring your child on time every day.

All portions of the school day are equally important to the student's growth and mastery of learning. When students are late to school, they create classroom interruptions, which in turn result in an unsettling experience and loss of learning for the student and her/his classmates.

• Toddlers

Children are expected between 8:50 am and 9:00 am. After 9:00 am, the child is considered late. Lateness should remain exceptional, and the office needs to be informed as soon as possible.

In case a child arrives between 9:00 am and 9:10 am, s/he will not be greeted by his/her classroom assistant but by the administrative manager and will have to wait at the arrival deck until 9:10 am. At 9:10 am an adult will take all the late children to their corresponding environments. The guides/assistants of the environment will not be called to greet late children.

At 9:10 am the school gates are closed, and **NO CHILD WILL BE ADMITTED**, unless the administration is notified in advance, yet this is to remain exceptional.

• Primary/Elementary

Children are expected between 8:10 am and 8:20 am. After 8:20 am, the child is considered late. Lateness should remain exceptional, and the office needs to be informed as soon as possible.



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In case a child arrives between 8:20 am and 8:30 am, s/he will not be greeted by his/her classroom assistant but by the administrative manager or school guard, and will have to wait at the arrival deck until 8:30 am. At 8:30 am an adult will take all the late children to their corresponding environments. The guides/assistants of the environment will not be called to greet late children.

At 8:31 am the school gates are closed, and **NO CHILD WILL BE ADMITTED**, unless the administration is notified in advance, yet this is to remain exceptional.

How to join one's environment?

Children will be able to join their environment at 11:00 am. This exceptional tardy is limited to three (3) times a year.

Late Policy

Students incurring repetitive late days will receive a written warning.

If the problem persists the school reserves the right to disciplinary action.

Late for Pick Up

We insist on the fact that being late to pick up your child is prejudicial for all, yet especially for your child. Please make sure you are on time.

Staff is on duty until 15 minutes after dismissal time.

After the staff is off duty, the school is no longer responsible for the child. He will remain on the dismissal deck with the security guard until his parents arrive. EMC declines any responsibility over the child 15 minutes after dismissal time.

Early Departure

The school recognizes there are times when parents must pick up their child before dismissal time. However, this must remain exceptional because early departures can also adversely impact the student's success and ability to be a contributing member of the learning community.

Early departures must be justified and the administration notified in advance. Upon an early dismissal, the parents or accompanying adult must sign a sign out form.

Ramadan Hours

Arrival time remains the same.

Dismissal are :

Toddlers: 3:20 pm

Primaries: 3:00 pm

Elementaries: 3:10 pm

Early departures will be marked as absences.

People Authorized to Pick Up your Child

In case you are absent, you should have indicated on your child's admission form the name and phone number of people authorized to pick your child up. In the event of a change, we ask you notify us in advance. The person authorized to pick up your child will have to come with valid ID, present him/herself to the school office in order to be identified. The school will not turn a child over to someone whose identity cannot be confirmed, or to an unannounced person.



The Sick Child

Working together in the classroom, the children tend to infect and re-infect each other. It is not unusual for a toddler to have a chronic runny nose or cough. If in doubt, please have them checked by your pediatrician to rule out a more serious illness. As long as your child just has a bit of a cold or is just a little under the weather, we'll try to keep them involved in the program. Our staff is sensitive to the limitations of parents with regard to sick leave and the pressure parents feel to not miss work. On the other hand, it is a very unhappy experience to try to comfort a sick or uncomfortable child when you can't offer them your undivided attention. When young children are sick or trying to regain strength after an illness, they may be fine at home, exhibiting all the signs of health - but put them in a group setting with requirements to walk, eat or sleep and you simply put them over the edge and ultimately they stay sick longer.

We want your child to be well enough at school to take care of their own physical needs, (as appropriate for their age), and contribute as a member of their group(s) throughout the day. Please do not ask us to keep your child inside during play periods. If your child is well enough to attend school and is appropriately dressed, he should be well enough to go outside as well. If we must send a child home due to illness, our request is for the child to be given restful time at home to recuperate. In case your child has a communicable disease it is important that you phone the school such that we may alert all families to watch for symptoms.

Sick Child At School

In the event your child presents symptoms such as fever (starting at 38°C), stomach problems, or other signs of illness, or is injured, we will contact you immediately after having isolated him from his peers. We ask that you come pick him/her up as soon as possible.

A child with symptoms of sickness should be kept at home 24 hours after the symptoms have gone before returning to school.

Medication

In order to avoid any accidents, the school will not administer any medication to a child (cough syrups, fever syrups, antibiotics, or any other medical molecule) except homeopathic granules and asthma inhalers with a **medical prescription**. There will be no exceptions.

Parents must fill a form explaining the doses and frequency of the homeopathic granules. The child's doctor should write a medical note for a child who needs an asthma inhaler.

In fact, children who are taking any antibiotic treatment that require a dose mid-day need to be dismissed to their parents at the time they need to take their treatment. For example if a child needs to take his medicine at noon, his parents need to pick him up at noon.

In case of a child has fever, whatever the reason (teething, virus, fatigue...), no antipyretic will be administered by the school. The parents of a child with fever will be immediately notified as to pick him up.

[Please refer to our Medication Policy](#)



Medical Emergencies

In the event of an emergency, parents will immediately be contacted and informed. If the school is unable to reach you, we will contact the authorized people on your child's admission form. In the event no one can be reached, the child will be taken to the AJIAL or ATFAL clinic.

Transitioning

• Transitioning to the Primary from the Toddler Program

Once a child begins showing signs of a need for a transition to a larger environment, the guide of the Toddler environment will begin speaking about the primary environment before the transition occurs being mindful of the child's different concept of time. These conversations start out general and gain specifics, as the first transition day grows nearer. The parents will be invited to observe in the primary environment and meet with the primary guide.

Before the child's first visit the guide will introduce the child to the Primary guide. The Primary guide will also have the opportunity to observe the child before the transition takes place. Toddler guides will begin preparing the child for the deeper levels of concentration and independence that occur in the Primary environments through many different means, such as having your child go to the bathroom by himself without the assistance of an adult.

Once the child is ready the Toddler Guide will notify the parents. After this notification the child will have his first visit to the Primary environment accompanied by his Toddler guide. The guide may or may not remain for the entire visit depending on his/her level of comfort. The goal of these visits is for the child to remain inside the Primary environment for an entire work cycle and lunch period. The number of subsequent visits before a full transition varies depending on the needs of the child. Children may be accompanied by one of the toddler or primary assistants during follow up visits. The child will still report to his toddler environment during the morning and parents will be informed when the full transition has taken place.

The transitioning period shall last no longer than one week but may occur within a day or two. The choice of a transition shall be at the discretion of the school.

• Parents' Role

Parental support for the child entering a new program is imperative. As the environment changes, the child's sense of emotional security may be altered. The parents should express to the child that fears and concerns are normal emotions.

Observation as a Tool for Understanding

The Montessori environment is not an ordinary classroom.

The environment is carefully prepared to answer the needs of the child. We strongly encourage you to come live this experience through observation. There is a very delicate balance between the child, the guide, and the environment during the work cycle therefore we ask that you abide by the specific guidelines for parent observations. These guidelines will be made available before the scheduled observation. Observers will have to respect the children and their environment. They will be shown an observation seat and asked to refrain from talking or engaging children in conversation.



The school shall inform the parents of the opening of observation sessions. Sometimes, depending on the child's ability to be separated, parents are not scheduled to observe in their own child's classroom; this is mainly because they will not get the observation they are hoping for. Children do not function in a typical fashion when they know they are being watched. The children can associate their parents' presence with "time to go home".

Events

Unlike traditional schools, events are not isolated activities but are fully integrated within the environments. Upon each cultural event the teachers shall propose activities, readings, songs, and invite the children to participate. It is not mandatory that all children participate; each child is free to pursue his regular Montessori activities if s/he chooses.

Birthdays

The children have the opportunity to celebrate their lives on their birthday with their classmates, without the presence of their parents (Toddlers, Primaries, Elementaries). Birthdays in the Montessori Community call for a particular ritual. The child whose birthday will be celebrated will have to bring a picture of himself/herself at birth, one year old, two years old, three years old, etc.

Parents are requested to bring a birthday offering (cake, cupcakes, cookies, etc.). As for drinks, we encourage fruit juice without added sugars.

Candies and other types of sweets are not accepted and will be given back to the parents in case they provide them. Birthday card invitations will only be handed in class, if all classmates are invited with no exception.

Clothing Policy

Our school encourages wearing comfortable and casual clothing. Not only for the child's comfort, but also to facilitate their independence. In our environments children will be sitting down on floors, carpets, cross-legged, kneeling, etc. They will also get dirty and/or wet by working with water, paint, and soil. Their clothes must help them achieve independence in movement: supple sleeves, elastic waistbands, large sizes or loose-fitting tops and bottoms, etc.

Please avoid belts and shoe laces for toddlers. We do not allow onesies (bodysuits), as they impede children's independence. The school will not accept inside shoes with cartoon characters.

Comfortable school outfits are available for purchase at the office.

ALL ITEMS AND CLOTHES SHOULD BE LABELED.

We strongly discourage that children wear any valuable items or clothing. The school is not responsible for any lost items.



Dress Codes

Dress Code 1-5 years

Dress Code 6-18 years

Although we do not follow a strict dress code for the six to eighteen years olds; we will ask for a change of clothes if the student is not wearing school appropriate outfits. Students are asked to wear MODEST, formal clothing, with no racial, sexual or offensive message to the community. Clothing should remain respectful of the Cultural context of Morocco

Bags

The children who are in the primary and elementary do not need to bring any school bag as the lunch is provided by the school.

For the toddlers, they can bring their diapers in a sober bag. We do not allow cartoon or animal-shaped bags. The bag must be easy for a toddler to open and close.

Changing Policy

Parents are asked to provide the school with extra clothing that can replace any wet/dirty clothes. Once an incident arrives, parents will be notified such that they can replace the set of clothing.

In the event the child has no extra clothing, the teacher shall provide a school outfit that shall be billed to the parents. You will then receive a "School Outfit Form" as a bill that you must sign and submit at the administration along with the payment.

Toys & Electronics Policy

Please do not send your child to school with personal toys or belongings other than necessary items such as jackets and extra clothing. Toys can cause a major distraction within the classroom and can easily be lost or broken.

No electronics such as iPad, cell phone, etc. are to be utilized or brought to school under any circumstances. This applies during all hours of the day.

If for some reason your child does bring unnecessary items, we will remove the items from the classroom environment for later retrieval by parents, based on individual classroom policies.

Cartoon or Disney books are not allowed in the school.

Lost & Found

All of the children's belongings (clothing, bags, lunch boxes, tooth brushes, etc.) should be labeled with their name. Any article that is lost and found unlabeled will be placed in our "lost & found" basket. Parents are asked to regularly check this basket for any lost items. At the end of each term, any unclaimed items will be donated.

Montessori and Pictures

By registering your child at EMC, you are agreeing that pictures of you and your child can be taken and used by the school, on any communication medium.



Forgotten Items and Homework

Once the school's main entrance has closed at 8:30 am, it is not possible for parents or carers to bring or send forgotten items to school during the school day.

This includes homework, exercise books, books, water bottles, clothing and other personal belongings.

We kindly ask families to ensure that children bring everything they need for the school day before arriving at school. This policy helps us maintain a calm and uninterrupted learning environment and ensures that the school team can remain focused on the children.



VI. Building a Community

Together we are building the first Montessori community in Morocco. It truly is a challenge as well as an innovation in our country's school system. Your active involvement in your child's education is an asset to our community.

Communication is Key

It is of utmost importance that communication between EMC and parents is efficient, well defined, and its rules closely followed.

School-Parent Communication

• Conferences

Official parent-teacher conferences are held three times throughout the school year. These conferences last 20 minutes, parents will be assigned a time and date. Your child's guide will typically share about your child's progress, Montessori curriculum and theory, and answer your questions. Parents are also encouraged to share with the guide any important information about the child at home. During these conferences there will be no school for children.

• Reporting

Teachers will be sending out a report of the child's evolution at the end of the school year. If parents request a report before the end of the school year, a follow-up report card can be provided. Delivery of such a document must be requested at least 2 weeks in advance. All reports are written in English and cannot be translated into another language.

• Parent Ed Nights

The school organizes workshops and meetings for parents. These are not superfluous and we thank you in advance for marking them in your calendar. They are excellent opportunities to familiarize yourself with Dr. Montessori's philosophy and method, the didactic materials, and the academics your child is working on. They are also privileged moments shared amongst the educational staff and you the parents.

• Newsletters / Forms / Emails

Newsletters regarding the school activities and decisions will be published on the school bulletin board and website. Occasionally, emails and forms will be sent to parents to notify them of incidents, meeting requests, birthday celebrations, etc.

• Web Resources

EMC has a website (www.montessoricasablanca.com), as well as a facebook profile. These are regularly updated with school events and pictures, as well as any information relative to our school.



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Parent-School Communication

• Parent-Administration

The administration board is open to parents every day from 8:00 am to 5:00 pm. You can also reach the office by phone or by email.

Matter Related to:	First Contact
• Child's progress • Environment activities • Environment procedures	Guide of the environment Mimosa Sun mimosa-sun@montessoricasablanca.com Mimosa Earth mimosa-earth@montessoricasablanca.com Mimosa Moon mimosa-moon@montessoricasablanca.com Acacia acacia@montessoricasablanca.com Rose rose@montessoricasablanca.com Petunia petunia@montessoricasablanca.com Hibiscus hibiscus@montessoricasablanca.com Jasmin jasmin@montessoricasablanca.com Geranium geranium@montessoricasablanca.com House of Youth hoy@montessoricasablanca.com
• Parent Involvement in the Community • Safeguarding • Any Pedagogical Matter	Director of Communication / Designated Safeguarding Lead Leila Ouarrak Sfez leila@montessoricasablanca.com
• Observation scheduling • Information and School Certificate • Enrollment	Admissions Manager Domizia Trenta admissions@montessoricasablanca.com
• Urgent Messages by phone • Weekly Class Snack • Afterschool activities & Camps	Administrative Assistant Kaoutar Bouharrat kaoutar@montessoricasablanca.com WhatsApp 07 66 48 42 17
• Any Pedagogical Matter	Head of School Aicha Sajid aicha.sajid@montessoricasablanca.com
• Billing	Accountancy comptabilite@montessoricasablanca.com



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Parent-Guide

All matters pertaining to the child must be discussed with the guide, not the assistant. In the presence of your child, the guide will only speak to you in the language s/he speaks to the child. If you would like to discuss a matter with your child's guide, arrival and dismissal are not the opportune time. Please send him/her an email such that you schedule a meeting. You can expect a response within 24 hours.

Please note that our teachers are not authorized to communicate with parents using their personal phone and their WhatsApp.

We strongly encourage communication. If you have an urgent and important message for any staff member ("my child has had a bad night", early departure, meeting request, etc.) please fill out a "gold note" provided at the entrance gate. A member of the administration will be submitting it to the person concerned. You can also send your message by email or call the office.

So as to maintain good professional relationships, the school staff is not authorized to communicate their personal information – such as address, mobile phone number, personal email, nor are they to accept friendship requests through Facebook or other social networks. They are not allowed to accept valuable presents given by parents. We thank you for your understanding.

Parents as Partners

Your involvement in the community and in your child's education, working hand in hand with the school, is a big asset for everyone.

We are available to work out projects of your choosing, in relation to something you would care for. Workshops can be set up where you could present your culture, talent, or anything you would find relevant to our children. It will also be possible to offer educational outings around your job, or passion – such as visiting an exhibit, an industry, a vegetable garden, etc. These workshops are extremely positive to our community.

Thank you for your trust and we wish you a pleasant school year!