

# School Handbook

2016-2017



**ISA** The International  
School of  
Amsterdam

# Welcome

The International School of Amsterdam reflects the diversity of the community it serves. Students from more than 50 countries bring many languages, cultures and educational expectations to our school. This handbook, though not all-inclusive, is intended to provide parents and students with information about the school's basic structures and processes.

## Street address

International School of Amsterdam  
Sportlaan 45  
1185 TB Amstelveen  
The Netherlands

## Mailing address

International School of Amsterdam  
P.O. Box 920  
1180 AX Amstelveen  
The Netherlands

## School office hours

The main administrative offices are open from 8:00 - 16:00, daily Monday through Friday. You may leave a recorded message at other times.

## How to get to ISA

The ISA campus is conveniently located in the suburb of Amstelveen, just south of Amsterdam, approximately 25 minutes drive from the city centre. The school is readily accessible by public transport. Visit the school website for information on bus and tram routes to the campus.

## Website

[www.isa.nl](http://www.isa.nl)

## Parent Portal

[portals.veracross.eu/isa](http://portals.veracross.eu/isa)

## Our Mission

To educate for international understanding

## Our Vision

To create a community of lifelong learners who value inquiry, critical and creative thinking, take informed risks, and act with integrity and compassion.

## Administration

### Director

Dr. Edward E. Greene

### Head of Lower School

Ms. Sarah Grace

### Head of Upper School

Mr. Paul Sanders

### Assistant Head of Lower School

Ms. Susan Loban

### Assistant Head of Lower School

Ms. Carolyn Lacey

### Assistant Head of Upper School

Mr. Jim Canavan

### Assistant Head of Upper School

Ms. Sibylle Harth

### Director of Admissions

Ms. Julia True

### Operations Manager

Mr. Rob Boos

### Business & Human Resources Manager

Mr. Harmen Veling

### Director of Educational Technology

Mr. Michael McGlade

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## Our Curriculum

The ISA curriculum is firmly grounded on the principles of the International Baccalaureate's (IB) three programmes—the Primary Years (PYP/ages 3-11), the Middle Years (MYP/ages 11-16) and the Diploma Years programmes (DP/ages 16-18), allowing our students to benefit from a continuum of education from pre-school through high school, while also offering flexibility to best reflect the particular needs of our internationally-mobile students.

## School Opening Hours

The school opening hours are 8:15 (9:15 on Fridays) to 15:45. The official entry into the school is through the main entrance from 8:15 on Monday to Thursday and from 9:15 on Friday. For drop off and pick up at the beginning and end of the school day, the side entrance is also open from 8:15 to 8:45 Monday to Thursday, (from 9:15 to 9:45 Friday), and also from 15:15 to 15:45 Monday to Friday.

**Students are not allowed in the school corridors before 8:15 (9:15 on Fridays).** At the end of the school day there is no supervision provided by the school, unless the students are enrolled in an official after-school activity. **Lower School students who are not involved in a supervised activity will not be allowed to remain on campus after 15:45 unless supervised by a parent or designated adult.**

Access to the hallways, classrooms, libraries, playgrounds, sports fields or gym is limited to students, faculty and staff during school hours. Only parents and visitors with an appointment and an ISA-issued ID card may access these areas during school hours.

## Attendance

Frequent or unnecessary absences of students from grades K-12 can negatively impact academic progress. As such, the school has a few important expectations related to student attendance:

- To every degree possible, we ask that parents arrange family trips during school vacation times. A copy of the school calendar appears at the end of this handbook and is posted on our website.
- In the event of an absence that is known in advance (due to an extraordinary family event, religious commitment, or cultural celebration, for example) parents should request permission from the appropriate Head of School. Though it is essential that students communicate with their teachers in advance of any such periods of absence, we ask that families understand that much of the classwork and learning missed during absences cannot simply be “made up” in this way.
- Promotion to the next grade level is subject to review in cases where a student has been absent for 20 days or more in one academic year. Up-to-date information about individual students' attendance records is available on the Veracross Parent Portal and included in written reports.

Please be advised that Dutch law requires that schools report to local authorities prolonged or repeated unexcused absences of students from five years of age and upward.

## Security and Visitors to the School

ISA has implemented a photo-ID card system for all visitors, Upper School students, staff and parents to further strengthen our campus security. This ID card must be presented to ISA security to access the building and must be worn visibly at all times while on campus, including at drop off and pick up.

### Parent/Guardian ID Cards

All parents and guardians can register for an ID card and can upload a photo into the community portal, MyISA, or alternatively fill out a form and have their photo taken at the reception desk. Parents/guardians can also register caregivers (grandparents, nannies, drivers etc.) who frequently pick up students from school. For queries contact ISA reception.

If a parent/guardian ID card is lost or damaged, then a replacement card will need to be ordered at the reception desk.

### Student ID Cards

All Upper School students are provided with a student ID card upon registration into the Upper School. The Upper School office will administer the initial ID card and, if needed, replacement cards.

Lower School students are not required to have an ISA-issued ID card. If, however, a Lower School student frequently enters the building without a parent, an ISA ID card can be requested on their behalf through the online application system in MyISA and can be picked up from the Lower School office.

If a student ID card (Upper or Lower School)

is lost or damaged, then a replacement card will need to be ordered. The cost of a replacement card is 10 euro per card and is to be paid by the family.

### Visitors to the ISA Campus

All visitors must report to the security window at the reception desk by the main entrance, where they will be registered and provided with a temporary visitor badge. Visitors are asked to refrain from disturbing the atmosphere of the school; this includes taking photographs, interrupting classes and impromptu visits. Smoking is not permitted in the school, nor on the campus. Dogs are not permitted on the campus, other than as a registered guide for the visually impaired.

We do not encourage the attendance of friends of ISA students at regular classes, since this can distract both students and teachers. Any request for a visiting child to attend ISA classes should be addressed in advance to the Head of School and is limited to one day per school year.

## Technology at ISA

Technology at ISA is implemented across all grade levels and in all curriculum areas with a focus on supporting student learning. As a result, technology is not regarded as a separate programme but rather as a set of tools and resources for students and teachers to use while achieving the learning goals of the PYP, MYP and IB programmes. According to the IB:

*The sound and balanced use of multiple technologies is integral to IB constructivist approaches to teaching and learning and actively supports the curriculum. It is closely related to the basic tenets of an IB*



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education (IBO 2013a: 2). “IB technologies” as part of an IB education aim to be:

- evident but seamless in the curriculum
- accessible to all learners, used to facilitate classroom environments that are inclusive and diverse by design, and useful in enhancing curriculum design and lesson planning
- adaptive to many contexts: cultural, physical and educational
- supportive of intercultural understanding, global engagement and multilingualism—helpful in fostering the collection, creation, design and analysis of significant content.

The technology equivalents of the IB ideals emphasize the stance that technology use in the IB context supports the existing curriculum, and does not dominate it. Technology use is compatible with the IB curriculum and can produce desirable outcomes when integrated with the concepts outlined in the individual programmes.

## Class Materials

### Class Supply Lists

The Lower and Upper Schools provide up-to-date class lists for each grade level on our website and in our community portal - MyISA. These items are required and most can be purchased in the school store - The Bear Necessities. The shop is managed entirely by Parent Teacher Association (PTA) volunteers and is located in the main foyer. It sells school supplies, ISA-logo items, books, stationery and more. Opening hours are posted on the shop window

and on the ISA website. PIN-code cards are accepted.

### Technology in Lower School

In Lower School, students use laptops, iPads, cameras, SMART boards and other technology tools in their homeroom classroom and in their specialist subjects. From Kindergarten to Grade 5, each student is provided with their own iPad by the school.

### Technology in Upper School

Students in Upper School are required to use their own laptop to support their learning in all classes, in addition to the use of SMART boards and other technology tools in the classrooms.

### Upper School Bring-your-own laptop programme

ISA has a bring-your-own laptop programme for all Upper School students. Each student in grades 6 through 12 is required to bring his or her own personal laptop to school.

The minimum specifications are that the laptop is less than 3 years old, is light enough to easily carry back and forth to school, and has a powerful enough battery to last throughout the day. Additionally, students must be able to install software on their laptop, so that they can run the important programmes that each Upper School department uses.

The model that most ISA teachers use is the 13-inch MacBook Air. The basic model with 128 GB storage, 1.6 GHz processor, and 4GB memory is an excellent option.

Additionally, there are several Windows laptops which also have fast start-up times, long battery life, and are light weight. In or

der to make sure your Windows laptop can run all the required software, make sure it has Windows 7 or higher. Please note that Windows Surface RT does not allow you to install the school programmes.

### **Sportswear**

All students, from Kindergarten upwards, should have shorts, T-shirts, gym shoes and socks for Physical Education lessons and games. Many of these items are available at the ISA school store. Pre-school and Pre-kindergarten students have fewer requirements; information about which items are required is included in the Lower School school supplies lists.

The school provides a uniform if a student participates in an ISA athletics team. Parents are requested to wash and return the uniform to the Athletic Department after use. A fine is charged for damaged or unreturned uniforms.

### **Textbooks**

Textbooks are provided to the students by the school and should be returned to the school after use. If a student loses a book or defaces it so that it cannot be used again, the school will be obliged to bill the parent a sum covering the original price of the item plus 25% to cover replacement costs. The same procedure will be applied for loss or destruction of library books, educational materials and school equipment.

### **Mobile Phones**

Mobile phones are permitted on the ISA campus but may not be used during class time. Phones which are used during an Upper School class without prior authorisation from a teacher or administrator will be confiscated and held in the Upper

School office for 48 hours. The parent/guardian will be notified of this by email on the day of the confiscation. If the offense is repeated, the phone will be held for one week and will only be returned to the parent and not the student.

### **Contacting Students during the Day**

Please ensure that appointment reminders and after-school arrangements are made before school and are not telephoned or texted to a student or school secretary unless genuinely urgent. Please inform the Lower or Upper School office if a student needs to leave early for an appointment.

### **Food Services**

Food Services in the school are handled by Van Rijn Catering. George's Place, the school's dining hall, is open every school day from 8:15 to 16:30 for snacks and coffee. Lunch is served between 11:45 to 13:45, and students eat with their grade/unit groups. Lower School students (Grades 1 - 5) may purchase the daily hot lunch menu and milk or juice to drink with a brought lunch or bring their own lunch and drink. The menu for the coming month can be found in the Quicklinks sections of the ISA website.

Nursery and Pre-school students cannot take a school lunch option and must bring a packed lunch from home to eat in their classrooms. However, Pre-kindergarten and Kindergarten students who eat lunch in the Early Childhood common area can obtain a school lunch option if this is desired by the parents. See the Lower School section of the handbook for more information on Lower School lunch.

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Lower School students may not use the vending machines during school hours.

George Junior's, serves Upper School students and is open for morning break and lunch (lunch for grade 12 students only). Upper School students may bring a lunch, choose from the daily offerings (usually including salad bar, sandwiches, yoghurt, fruit, and snacks), or opt for the daily hot lunch menu.

Upper School students will also be able to purchase sandwiches, yoghurts, and a rotating variety of hot food items and fruit snacks from George's Xtra, in the theatre foyer adjacent to the cafeteria.

Students may not take food outside of the designated dining areas.

ISA offers a cashless payment system for all food and drink items purchased, including lunches. Lower School students are given a 'cafeteria card' upon which is placed a chip card. Upper School students can also choose to activate the chip card on their student identity cards for snack and lunch purchases. Parents can upload money directly from their own bank accounts to the cards and can monitor student spending. Information on the system can be found at George's Place and in the community portal - MyISA.

## Payment Policy

Payment and refund policies/guidelines are outlined in the Schedule of Fees, which is revised and published annually and distributed to all families.

The school is dependent on fees being paid in a timely manner by all members of

the school community. Failure to abide by the payment schedule as outlined in the Schedule of Fees may lead to the withdrawal of the student.

## Change of Contact Details and Withdrawals

### Changes to family contact details

It is of vital importance that the school has up-to-date contact details for all students and their families. Any changes to family contact details should be updated in the Veracross Parent Portal. Please inform the Admissions Office ([admissions@isa.nl](mailto:admissions@isa.nl)) and school nurse ([nurse@isa.nl](mailto:nurse@isa.nl)) immediately of any changes to your contact details. If the changes affect invoicing details, please also inform the Business Office ([bo@isa.nl](mailto:bo@isa.nl)).

If your child uses the school bus service, please also remember to inform the bus coordinator ([bus@isa.nl](mailto:bus@isa.nl)) **at least 3 working days before a change of address** to ensure continuity of service. All new routes and route adjustments will commence on the following Monday after the bus coordinator has processed the change of address.

### Withdrawals

As soon as you are aware of plans to leave ISA, please contact the Admissions office ([admissions@isa.nl](mailto:admissions@isa.nl)) to request an official withdrawal form. Only when the official procedures have been completed, can school reports and transcripts be prepared and released for future schools.

School reports for Lower School students can be requested from the Lower School Office. Please contact the Registrar ([registrar@isa.nl](mailto:registrar@isa.nl)) for Upper



School reports and transcripts. In addition, the Registrar coordinates with the Upper School teachers and counsellors any recommendation forms that need to be completed for new schools. Kindly note that the recommendations are confidential and will be sent directly to the school(s) involved. Testing for new schools will be coordinated through your child's counsellor.

Upper School students leaving ISA must also get a 'book return form' from their Homeroom/Advisory teacher or the Upper School Office and fill it out during their last week of school. This will indicate to the school that all books have been returned. The school will not release student records until this form has been completed.

Please be aware that the school needs at least two weeks' notice in order to prepare individual records. It is helpful to give even more advanced warning, as there are certain times of year when a number of withdrawals must be processed at the same time. Please note that the end of year report cards are generally available the week after school ends for the summer break.

If you need advice on who to contact in the school in certain situations, please email the Admissions Office ([admissions@isa.nl](mailto:admissions@isa.nl)):

**Admissions and Advancement Director**  
Julia True

**Admissions Coordinator**  
Tina Bittendorfer

**Admissions Officers**  
Brigitte Good-Muller  
Brittney Hinkley  
Colm Brennan

## Defining the Parent/School Partnership

We believe that a positive and constructive working relationship between the school and parents/guardians is essential to the fulfilment of the school's mission. Thus, the school reserves the exclusive right not to continue enrolment or not to re-enrol a student if the school reasonably concludes that the actions of a parent/guardian make such a positive and constructive relationship impossible or otherwise seriously interferes with the school's ability to accomplish its educational purposes.

## Parent/School Communication Protocol

ISA teachers and administrators welcome contact with parents and support positive discourse regarding a student's education. If a problem arises, then we request that parents follow the protocol below to address the situation. Most problems are remedied readily if the responsible person is immediately made aware of the situation or concern. Only when informed of a problem can teachers and administrators take steps to deal appropriately with the issue.

All communication between the school and parents should always be conducted in a mutually respectful manner in order to ensure that the child's well-being continues to be the priority. When teachers and parents work together, students will always benefit. Therefore, if as a parent you have concerns about something that has happened at school, please follow the steps outlined below:

### Step 1...

Communicate directly with the staff member involved. If you are unsure who to

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approach the following should serve as a guideline:

- **Subject Teacher** – if you have concerns directly related to your child’s performance or progress in a specific subject.
- **Homeroom/Advisory Teacher or Counsellor** - if you have concerns regarding the behaviour of your child, or that of another student, which is impacting upon your child’s progress at school.
- **IB PYP, MYP or Diploma Coordinator** – if you have general questions about the curriculum or programme your child is following.

Please wait for a response from Step 1 before proceeding to Step 2.

## Step 2...

If concerns still exist, you are invited to contact the respective Head of School or Assistant Head of School, **after** informing the staff member that you intend to do so. Parents are also invited to discuss any administrative concerns (i.e. non-academic) directly with the school administration whenever needed.

## Step 3...

If a parental concern is not addressed sufficiently at the school division level, parents are invited to discuss their concerns with the Director.

## How to make contact

Please do not disturb classes or teachers during their teaching-related duties, as this disrupts the learning process for all students in a class. Note, it is possible

to make direct contact with teachers by email. Email addresses for teachers can be found in the Veracross Parent Portal Directory under the Faculty & Staff tab. If you cannot locate the email address of the person you wish to contact you can leave a message with the respective Lower or Upper School office.

### Lower School Office:

Tel: 020-347-1201  
email: [lsoffice@isa.nl](mailto:lsoffice@isa.nl)

### Upper School Office:

Tel: 020-347-1251  
email: [usoffice@isa.nl](mailto:usoffice@isa.nl)

Your message will be passed on to the teacher who will then contact you at their earliest convenience. Teachers will make every effort to get back to you as quickly as possible however, as a teacher’s day is very busy with students, it may take a day or two to reply. Please be patient. It is important that parents do not make any unannounced visits to the classroom. Discussion with the teacher can then take place via a phone call, email or by setting up an appointment at a mutually agreeable time. By making an appointment with your child’s teacher, he/she will be able to provide you with more time to adequately address any issues you may have.

In some cases, you may find it difficult to articulate or explain to the staff member what your concerns are. In some cultures, it is also difficult to approach a teacher with a concern. In those cases, our counsellors can often help by providing ways for you to explain to the staff member what your particular concern is or you may even bring a member of your community with you to the

meeting if this will benefit communication on the subject.

Additionally, there are opportunities to talk with teachers about your child during our parent conferences. Parent conference dates can be found on the calendar at the back of this handbook. Whilst students are present at many parent conferences, you may request an appointment to speak privately with a teacher, separate from the main conference. You may also contact teachers at other times, as outlined above. It is important to discuss concerns early, rather than letting them wait too long.

## Parent Advisory Council

The Parent Advisory Councils (PAC) act as a link between the school administration and parents to address specific issues such as safety, scheduling, behavioural expectations, homework guidelines, etc. There is a Lower School PAC and an Upper School PAC. Each PAC provides a venue for discussion on key topics surrounding student programmes and life. There are different PAC representatives for each grade within the Upper and Lower schools.

The names of the PAC representatives and their contact details can be found in the community portal - MyISA.

## Academic Honesty Policy

At the International School of Amsterdam, the IB Learner Profile provides the foundation for academic honesty, as it asks us to be principled in our lives in and out of school. The Learner Profile reminds us that principled people “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We

take responsibility for our actions and their consequences.” Our policies and practices regarding academic honesty stem from this philosophy, and inspire us to meet the highest standards of ethical practice.

Specific protocols and instruction regarding academic honesty vary across subject areas and depend on a student’s grade level, but ISA’s approach to this important topic is based on shared beliefs and values across the school. While the following sections are not meant to be exhaustive catalogues of all practices related to academic honesty, the information that follows is provided to offer some indication of practices, expectations, and requirements in each IB programme.

### Academic Honesty in the PYP

PYP students often work collaboratively and are encouraged to solve problems together in small groups. However, in order to foster a healthy, productive, cooperative learning community, we expect that all students will abide by a few key principles, which we discuss with and teach to students in an age-appropriate manner:

- Students work individually unless their teacher instructs them to do otherwise.
- Students give credit to other people working in a group and to other people or resources that helped them in their work.
- Students do not copy the work of others, nor do they submit work that is not fully their own.
- When appropriate to a project or task, students reference sources according to



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the conventions or bibliographic formats they learn in class and through the library programme.

## Academic Honesty in the MYP

As is the case in the PYP, the collaborative nature of the MYP requires students to be mindful of maintaining principled, ethical practices. Students must cite the sources of their work and ideas clearly, explicitly and honestly. In addition to abiding by the expectations defined for PYP students, MYP students are also expected to adhere to the following principles:

- Students will give credit to classmates, research, or other resources whenever appropriate. Students will always provide full, clear references to any outside research they use in their work, preferably using the bibliographic formats or techniques they have learned in their classes.
- When working in groups, students are expected to do so cooperatively and recognise and encourage contributions of all group members. When a product is required from a group, the product should reflect each member's contribution, and each student's work should be explicitly acknowledged.
- Students are expected to demonstrate that they recognise that the purpose of any assessment or assignment is to demonstrate what they know, understand, and can do. To do this, they need to be honest about what they submit to their teachers. This work must demonstrate their own best effort rather than merely report the thinking of others.

- To give appropriate credit to others, students are expected to use established citation systems in their work. ISA's preferred citation system is the MLA. Information on the MLA Formatting and Style Guide can be found at the end of this policy section and in MyISA.
- Students must also recognise that any behaviour or activity that gives them unfair advantage goes against the school's and IB's philosophies. Such activities include the following:
  - Using an electronic device to access information during a testing situation, excluding when expressly allowed by the teacher and/or proctor.
  - Fabricating data.
  - Sharing an assignment with a peer when the assignment is an individual one.
  - Deliberately missing an assessment, or missing class on the day an assessment is due, without a valid excuse.
- Students are expected to understand the definition of plagiarism (provided later in this policy as a reference) and understand that plagiarism is expressly forbidden in the ISA community and in the IB.

## Academic Honesty in the DP

Academic honesty is as important in the DP as it is in the PYP and the MYP, and DP students are expected to meet the standards we have for students at other grade levels. Like all students at ISA, DP students work and learn together collaboratively. However, the fact that many DP

assessments are externally assessed requires DP students to be particularly careful to provide clear, complete, explicit citations in all assignments. As such, grade 11 and 12 students have an even stronger obligation to use resources such as **turnitin.com**, citation handbooks and websites, their teachers, and the school library staff to ensure that they have properly cited any sources, images, data, and/or ideas.

### **The Teachers' Role**

Both in the beginning of the year and as particular assignments dictate, teachers make specific reference to this policy in their instructions. Students should also feel invited at all times to ask teachers for clarification regarding academic honesty and citation expectations. Our teachers understand that this can be a challenging, nuanced topic and are prepared to assist. Students, please know this: if you are ever in doubt about how to cite a source or to maintain academic honesty, your teachers want to help, and they welcome your questions.

Teachers and administrators at ISA also strive to model principled behaviour for students, citing sources and giving credit to others for work when appropriate.

### **Definition of Plagiarism**

Plagiarism is the false representation of another person's or entity's work as one's own. Plagiarism is often committed through the failure to give that person or entity credit for their work through citations or quotations. Plagiarism is a serious offense at ISA and in the IB.

Some examples of plagiarism include:

- Exact copying from another person's work without using a full and appropriate citation consistent with the MLA Formatting and Style Guide.
- Taking basic words or language from another source without providing a full citation (even paraphrased ideas must be cited).
- Presenting another person's ideas or thoughts as one's own.
- Presenting text from the Internet or another source as though it is one's own.
- Submitting an assignment, or a portion of an assignment, for multiple purposes or in multiple courses. This is often referred to as self-plagiarism.

### **Consequences for Violations**

As violations can take many forms, ISA takes a contextual, case-by-case approach when considering any breach of the school's academic honesty policy. However, just as the policy itself—at all ages and in all disciplines—is rooted in a shared commitment to building a community of principled learners, violations of the policy are treated with consistent seriousness across the school. We understand that different cultures may have different definitions of plagiarism and academic honesty. However, we do expect that ISA students of all cultural backgrounds familiarise themselves with, and follow, ISA's policy.

When an academic dishonesty incident occurs, the relevant teacher(s) and others (possibly the grade level coordinator, IB programme coordinator, relevant head of

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departments, administrators, the student's parents, and the student him or herself) are involved in determining what the most appropriate response is. Consequences for violations are based on two goals:

- Ensuring that the student learns to avoid future breaches of academic honesty.
- Ensuring that our community's core values, particularly our commitment to building a principled learning community, are unequivocally and assertively advanced.

Consequences for violations will, therefore, be determined based on severity and context. However, it is important that students and families understand that breaking this policy is viewed as a serious offence that can result in failing grades and other significant consequences. In order to reduce the likelihood of repeat offences, ISA maintains records of breaches of our academic honesty policy.

Because we believe that learning is best fostered when honesty is a universally shared value, we expect that all students, teachers, and parents will fully support this policy.

## Further Reading

For more information on academic honesty at ISA, consult the following relevant documents:

*Academic Honesty in Diploma Programme Arts* (2012), published by the International Baccalaureate Organisation, Switzerland.

IB Learner Profile.

*Academic Honesty in the IB*. Carroll, Jude. July 2012.

*Academic Honesty: Guidance for Schools*, (2003, 2011), published by the International Baccalaureate Organisation, Switzerland.

*MLA Formatting and Style Guide*. ISA's preferred guide for writing papers and citing sources is the MLA; this resource is available in print in our library.

## Communication Channels

The dissemination of school-related news and information in a clear and timely manner is of vital importance to ISA. To ensure that all members of our community (students, parents, faculty and staff) are aware of important current information, ISA has developed various communication channels to provide access to news, updates, calendars and more.

## Veracross Parent Portal

The Veracross Parent Portal is a school information management system that houses all ISA student demographic information and enables parents to effectively monitor a child's academic progress and class activities, as well as to access calendars, school and family directories and register and pay for extracurricular activities. The Parent Portal can be accessed through the school intranet - MyISA - and directly at <http://portals.veracross.eu/isa>.

## MyISA

MyISA is an information portal for students, parents, faculty and staff of ISA. The portal provides access to information on school events, activities, information from the Board of Governors and policies.

## Weekly Update

Each week ISA sends out an email to all families featuring important news as well



as important dates for school, sports and academic events. Families and students are highly encouraged to read the update each week to stay aware of developments within the school community.

### **ISA Website**

The ISA website provides new and existing families, local partners and the international school community with information on ISA's offerings, latest news and updates.

### **Social Media**

ISA uses social media to provide students, families and faculty with news and event updates and other multimedia.

### **Connections Magazine**

The ISA magazine *Connections* is published 3 times per year to celebrate the accomplishments of our ISA community.

### **Publishing Student Work**

Student work and photos may be published on the school website, MyISA, in *Connections* magazine or on other external publications and channels from the school.

### **Passwords and Privacy**

In order to respect the privacy of all of our community members, as well as ensuring that you get customised information, each user of the Veracross and MyISA portals is required to sign in with a username and password provided by the school. After you have signed in, you should change the password to something you can easily remember, but which would be hard for others to guess. Login to Veracross to change your password on the Veracross and MyISA portals.

If you have any questions regarding ISA's communications channels please contact the Communications Manager via email at [communications@isa.nl](mailto:communications@isa.nl).

## **Assessment Policy**

The complete ISA Assessment Policy is available in MyISA. The following statements are included here to provide an indication of its philosophy and content.

Assessment practices at ISA vary from programme to programme. However, the following principles underscore core beliefs of assessment at ISA.

Assessment at ISA:

- Is varied and appropriate.
- Supports and encourages student learning by providing feedback on the learning process.
- Reflects the international-mindedness of the programme by allowing for assessments to be set in a variety of cultural and linguistic contexts.
- Is supported through the use of Visible Thinking routines.
- Recognises the influence on students' self-esteem and promotes positive student attitudes towards learning.
- Provides clear, effective feedback to students.
- Is used for both formative and summative purposes.

Continuous assessment, the ongoing

# All School

collection and analysis of data linked to student learning, provides insights into students' understanding, knowledge, skills and attitudes. At ISA we use a variety of assessment strategies which support the holistic nature of the programmes and which allow for the development of the whole student. This ensures more balanced insight into the achievements and needs of the student.

ISA's Assessment Policy is understood to be a working document that will continue to evolve to suit the needs of our students and our school.

## Language Policy

The complete ISA Language Policy is available in MyISA. The following statements are included here to provide an indication of its philosophy and content. ISA believes that language is at the heart of learning and acknowledges that language acquisition and development is crucial for exploring and sustaining cultural identity, personal development, and intercultural understanding. As an IB World School, such concepts are closely linked to our mission "*to educate for international understanding*".

At ISA, all faculty members recognise their role as language teachers and acknowledge their responsibility to respond creatively and purposefully to the challenges presented to them by a multilingual and multicultural classroom. ISA's Language Policy outlines ISA's core commitments towards language development and acquisition.

Drafted and ratified in 2013, the Language Policy is understood to be a working

document and is reviewed periodically.

## Mother Tongue Language

It is now widely accepted that there are significant educational benefits for children who continue to develop their mother tongue language in an educational framework, including: better academic performance; faster progress in English; value of the children's language and culture; and higher self-esteem. Through the development of literacy skills in both languages the children develop as true bilinguals. ISA places great value on our students continuing to study their mother tongue languages.

ISA's linguistic profile is complex and diverse. Students at ISA speak nearly 50 different mother tongue languages. We believe that students should be able to achieve the benefits of additive bilingualism i.e., acquiring a second language with little to no detriment to the development of their first language. This can be achieved when students maintain and develop their mother tongue in speaking, listening, reading and writing.

Wherever feasible, ISA encourages students to study their mother tongue in addition to English. As English is our language of instruction, ISA recognises the need for a programme that enables students to achieve competence in this language.

ISA's Lower School Language Academy offers an ever growing range of classes and languages. These language classes are usually held after school and sometimes before school on Friday mornings. A Lower School Mother Tongue Language Academy operates, on a private tuition

basis, to provide students mother tongue language classes after school. If your mother tongue language is not currently offered, and you are interested in the possibility of your child taking language lessons, please contact the Lower School Mother Tongue Coordinator to see if a suitable teacher can be found. All enquiries should be directed to Debbie O'Hara, Lower School Mother Tongue Coordinator at [dohara@isa.nl](mailto:dohara@isa.nl). In addition to the Mother Tongue Language Academy, the Lower School teachers regularly organise mother tongue events during the school day. We encourage parents to support these events and help lead activities in their mother tongue.

In the Upper School, mother tongue and foreign language lessons can be arranged after school and also on a private tuition basis. These can be individual or group lessons. For students in grades 6 to 12, mother tongue classes are scheduled both after school and during the school day, depending on student schedules and teacher availability. All enquiries should be directed to the Upper School Mother Tongue Coordinator, Elaine Flynn at [eflynn@isa.nl](mailto:eflynn@isa.nl).

## Laboratory Procedures

Special safety rules covering activities in the science laboratories are distributed to each student participating in an experimental science class. Students must abide by these rules. All other instructions given orally by the teacher (e.g. wearing of protective eye goggles) must be obeyed.

## Library

Our three libraries are active facilities that provide diverse, relevant and exciting resources to support and enhance learning

and teaching at ISA, and where students are taught – and practice – research and other 21st-century information skills that are necessary for lifelong learning. Reading for pleasure is promoted, encouraged and celebrated.

Our libraries house thousands of fiction and non-fiction books, various reference materials, a parenting collection, magazines and many mother tongue language books. Also available are “talking books” in various formats, including an online download service of audio and e-books called “Overdrive”.

Everyone in the ISA community may borrow materials from our libraries. Books may be borrowed for 2 weeks. Fines are not charged for overdue items in the Lower School, though borrowers are requested to return items on time. Upper school students can incur fines for overdue items. For lost or damaged items, however, the cost of replacing the item is charged to the borrower.

Web pages for the libraries are available through MyISA. This allows the ISA community to access the library computer catalogue, online reference and information resources (subscription databases) and Internet links for study and research.

The Lower and Upper School libraries open at 8:30 on Monday to Thursday. On these days, the Lower School Library closes at 16:30 and the Upper School Library at 17:00. On Fridays, both libraries open at 9:30 and close at 15:45. The Early Childhood Library is open from 8:30-15:45 Monday to Thursday and from 9:30 to 15:45 on Friday.



# All School

## Drug Free Campus Policy

The International School of Amsterdam is committed to providing a safe environment for all students and staff. This includes ensuring that our school remains a drug-free campus. Therefore, while endeavouring to provide information to students about the risks associated with drug use/abuse, the school requires that all students and their parent(s)/guardian(s) recognise that ISA does not tolerate the possession, use or distribution of drugs (defined as any narcotic, stimulant, depressant or hallucinogen taken in any manner, except as prescribed by a physician) on the school campus or on any location where a school event is held. Accepting enrolment at the International School of Amsterdam signifies parental and student awareness and understanding of and unconditional compliance with the school's policy as stated below.

Students are in violation of the school's drug policy by using, distributing or possessing drugs in any form while on school property or while participating in any school-sponsored activity, on or off campus (this includes arrival at or attendance while under the influence of drugs taken elsewhere). Students violating this policy are subject to immediate disciplinary action, which may include out-of-school suspension. After consideration of all the available circumstances by the Director and Board Chairperson (and other relevant individuals, such as the Head or Assistant Head of School), students who violate this policy may be subject to further disciplinary action, including expulsion.

The distribution or sale of drugs is regarded as a particularly serious violation of this policy and, in addition to expulsion, may lead to the notification of the local police.

Parents or students who have any questions whatsoever about this policy should contact the Director's Office.

Lower School students who require a quiet environment in which to complete homework whilst waiting for an after-school activity to start can do so in the Lower School Library. However, although there will be a member of staff in both libraries during opening hours, after-school supervision of Lower School students in the library remains the responsibility of the parents. Please see the Lower School section on use of the library for more details of the guidelines for after-school use.

## Personal Items

### Lockers

Homeroom/Advisory teachers issue lockers and combination numbers on the first day of school. Valuables should not be brought to school, but if it is necessary to do so, they should be labelled and left in the locker. The Heads of School have the right to search student lockers at any time.

### Lost and Found

Lost property boxes for lost clothing are

located behind the nurse's office. Lost property boxes are also located at the reception desk. To minimise loss, all items of clothing and sportswear should be labelled with the student's name. Students who find lost property are asked to bring them to the appropriate school office. Lost and found items not collected before holiday breaks, are donated. Reminders are sent out in the weekly update to notify parents before items are collected for donations.

### **Skateboards/Skate Shoes**

Skateboards and skate shoes are not allowed on the campus.

## **Student Activities and Events**

### **After School Activities**

ISA offers a programme of after-school activities to add diversity to the learning experience and an important social element to the lives of the students. Information on the various activities can be found in My-ISA. Registration and payment for extra curricular activities is done via the Veracross Parent Portal. Registration and payment for the ISA Music Academy and ISA Language Academy are processed directly with the instructors for each class and an invoice will be sent directly to you.

Parents are responsible for their children's supervision and safety when students are not involved in school-sponsored activities. For Lower School students, parents are responsible for taking their children to after-school activities, helping them change clothes if necessary, and supervising their child/children if they remain on campus waiting for an activity to begin or for a sibling to finish an activity.

### **The Fine Arts**

In the areas of music, art, drama and dance, diverse opportunities exist for self-exploration and self-development. Student-led recitals, performances, exhibitions, and productions occur regularly. Students are also offered many opportunities to work collaboratively across the arts within the PYP and MYP curricula throughout the grade levels. Art, dance, voice and instrumental lessons are available after school on a private tuition basis.

### **School-Sponsored Trips**

ISA organises various activities, including sports competitions and tournaments, curriculum-related field trips and optional holiday excursions (e.g. a ski week). Any student participating in an ISA sponsored trip must have parental approval and the permission of the Head of School. Unless otherwise stipulated, school standards as outlined in this handbook apply on all trips.

For optional overnight trips specific permission slips are also required. Because teachers or other chaperones assume parental responsibilities on such trips, they have a delegated authority from the Director of ISA to take whatever action they deem necessary to ensure the safety and well being of students while on a trip, even when a student is age 18 or over. The school provides faculty supervision that is gender-balanced and consistent with the number of students attending a trip.

### **Athletics**

School teams participate in inter-school competitions with European international schools and in the tournaments of the Northern European Council of International Schools (NECIS). Teams are comprised

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as follows:

## **Basketball (boys & girls)**

Varsity, Junior Varsity, Under 14, Under 12

## **Cross Country Running (boys and girls)**

Under 14 and Over 14

## **Golf (boys and girls)**

Varsity, Junior Varsity (Grades 7 to 12)

## **Soccer (boys & girls)**

Varsity, Junior Varsity, Under 14, Under 12

## **Softball (co-ed)**

Varsity, Junior Varsity (Grades 7 to 12)

## **Swim Team (boys & girls)**

Over 16, Under 16, Under 14, Under 12,  
Under 10

## **Tennis (boys & girls)**

Grades 6 to 12

## **Track and Field (boys & girls)**

Over 16, Under 16, Under 14, Under 12

## **Volleyball (girls)**

Varsity, Junior Varsity, Under 14, Under 12

For students participating in an ISA sports team a fee is charged, depending on the event, to support all costs involved.

## **Extracurricular Sports**

For Lower and Upper School students, extracurricular sports activities are organised over three seasons and include basketball, gymnastics, judo, karate, tae-kwondo, field hockey, soccer, swimming, cross country running, and tennis. A fee per season for each activity is charged to participate in the programme.

All enquiries for extracurricular sports should be directed to the Athletic Director, Marianne de Haan at [mdehaan@isa.nl](mailto:mdehaan@isa.nl).

## **Student Councils**

Student Councils are a vehicle for democratic discussion of school life and for the planning and implementation of various projects. The Lower School Student Council consists of a representative from each class in grades 2 through 5. This gives the students a first-hand opportunity to be more involved in school life and to discuss student concerns. In the Middle and High Schools, the Student Councils are composed of representatives from each grade. The members of the student body elect the officers of the Councils.

## **Student Dances and other Social Occasions**

School dances, bake sales and other activities organised by students must have the prior approval of the Head of School. The school provides faculty supervision consistent with the number of students attending an event.

All ISA standards will be applied at any school dance or social event. Guests from outside the ISA community will be allowed at dances and other social occasions only after consultation with the Head of School, well in advance of the event. The Head of School will be the final arbiter of who shall be allowed to attend.

## **Nurse's Office**

The ISA School Nurse's Office provides daily nursing care to our students. This includes taking care of students with minor illnesses e.g. headache, fever, pain, seasonal allergies, administering medication;

handling emergencies and acute injuries; providing health screenings (vision, hearing, growth); verifying and administering vaccinations if necessary, and caring for students with special health care needs.

At the time of enrolment, parents are required to complete a health questionnaire, to provide a copy of immunisation records as well as a recent health report from their home doctor. **Please note that it is a requirement of enrolment that we receive immunisation records and up-to-date health records.** Having adequate health information about your child, is crucial for the Nurse's Office to provide appropriate care. If any serious medical conditions were reported on the health questionnaire, then the School Nurse will arrange a meeting with you. You may also request a meeting with the School Nurse, even if your child has no known medical conditions.

We request that you inform the Nurse's Office team regarding all changes in health, such as hospitalization, accidents, new diagnoses, new medical treatment or medication, etc...

In case of a medical emergency, it is extremely important that the Nurse's Office team is able to contact the student's parents. Therefore, please ensure that your contact details are always updated in the Veracross Parent Portal site and that you notify the Nurse's Office as well as the ISA Admissions Team.

## General Health Policies

For the safety of all students, **students are not allowed to carry medication on their person.** Some exceptions may be made following discussion and agreement with the School

Nurse. If required, students may have access at all times to their medication, such as inhalers etc., from a central place in the Nurse's Office. The Nurse's Office maintains a stock of over-the-counter medication and students are welcome to visit the Nurse's Office if they require any of these medications during the school day and parental consent has been given.

If there are **food allergies** in your child's Lower School class, you will receive an information letter indicating which products are not permitted in the class (e.g. nuts). We adhere strictly to this policy to provide a safe environment for all students.

Due to severe latex allergies, **no balloons are allowed on school campus.**

Parents must notify the Nurse's Office immediately of any serious and/or communicable disease that the student has (including head lice). Please notify the Nurse's Office immediately if you find your child has head lice to prevent its spread throughout the school. Students may return to school after the first treatment.

Students should not return to school after any illness unless sufficiently recovered to participate in their regular school programme.

### When to keep your child at home

Temperature over 37.8C / 100.4F

Vomiting

Diarrhea

Red eyes with dark or "crusty" discharge

Severe ear pain

Severe headache

**Students may only return to school after being symptom free for 24 hours (including vomiting,**

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**diarrhea and fever) or 24 hours after starting a course of antibiotics.**

In certain cases, it may be necessary for a parent to secure a doctor's certificate of health. If for medical reasons, with advice from your child's doctor, it is inadvisable for a student to take part in physical education classes, swimming lessons, sports events, games or recess play, notification should be sent in writing to the nurse as well as to the Homeroom and PE teachers.

For hygiene reasons it is expected that most students will wear sports shoes during their PE lessons. Children attending Nursery, Pre-School, Pre-Kindergarten are expected to go barefoot during their PE activities. Rubber swimming shoes can be worn during swimming lessons to help protect against infectious skin issues. Students are able to wear swimming caps during lessons to keep their hair dry. This is particularly recommended for students with long hair. Parents are advised to teach their child how to rub their hair dry and may prefer to send their child with an extra towel such as a microfibre towel ('turbie-towel') to help them to do this. Please see the swimming information in MyISA for further guidelines.

The ISA Nurse's Office is always ready to assist and to advise on all aspects of health care in The Netherlands. Please do not hesitate to contact the Nurse's Office at [nurse@isa.nl](mailto:nurse@isa.nl). For further guidelines and up-to-date information, please check the nurse's page in MyISA.

## Domestic Violence, Child Abuse and Neglect

ISA has a Domestic Violence, Child Abuse,

and Neglect Reporting Code based on the "Model Reporting Code" provided by the Government of the Netherlands. The protocol is established to protect students and their families. It provides guidance on the steps the school would take when there is concern about the well-being of a student. Further information about this protocol can be obtained from the respective Heads of School or Counsellors.

## Bus Procedures

ISA organises a system of school buses as a convenience to students and their parents. The bus service is only available to students from Pre-school upwards. Schedules of the bus routes, the pick-up times, places and other information regarding cost and operation may be obtained via email from the Bus Coordinator ([bus@isa.nl](mailto:bus@isa.nl)). School buses are scheduled to arrive at ISA at approximately 8:15 Monday through Thursday and 9:15 on Friday. They depart at 15:40.

Designated staff are responsible for ensuring that all students in Pre-School to grade 1 who make use of the bus service board the buses. Students from grade 2 upwards are responsible for boarding their appropriate bus themselves in a timely manner. Should a student misbehave or act in a manner that causes inconvenience or danger to other persons on the bus, he/she will not be allowed to use the service.

## General Rules of Behaviour on Buses

Please discuss each of the following rules with your child(ren).

- Seat belts must be worn at all times.



- Students must remain in their seats while the bus is in motion.
- Objects should not be thrown from the window of the bus or within the bus.
- Vandalism to bus company property will not be tolerated.
- Smoking is not allowed on the bus.
- Eating or drinking is not allowed on the bus.
- It is not allowed for students to ride to an address other than the one assigned.
- Students must behave in a proper manner and use appropriate language.
- Parents are advised to keep in contact with other parents whose children are on the same bus route to check that the students respect each other during the journey. The driver of the bus needs his/her attention on the road and is not trained to deal with problems that might occur between students.
- The Bus Coordinator will remove a student from the bus service for a period of time if, after three official warnings, it is clear that the student could create a dangerous situation for the other students due to inappropriate behaviour. In this case no refund will be given.

### **Bad Weather Procedures**

If ISA receives notification from the bus company that it cannot pick up children in the morning, every effort will be made to notify parents via the various ISA communications channels.

If weather conditions deteriorate during the day, and the bus company requests an early departure, we will make every effort to contact parents to inform them of such an event. No refunds will be given should the bus service be cancelled due to weather conditions.

### **Important notes for parents**

- Change of address: Please advise the Bus Coordinator, as well as the Admissions Office, at least three days in advance so that efforts can be made to rearrange the bus schedule with the bus company, if at all possible. All new routes and route adjustments will commence on the following Monday after the Bus Coordinator has processed the change of address.
- Please do not request that children ride on a bus other than their usual bus in order to attend after-school parties or other social occasions. In case of emergency, requests should be made to the Bus Coordinator. There is a legal maximum for passengers who can ride on our minibuses. The Bus Coordinator will not allow the bus to depart if this maximum is exceeded.
- Any change in the regular method of getting home should be communicated by the parent (not the child) to the Bus Coordinator and classroom teacher or the Lower School Office, in writing.
- Please note that ISA does not own or operate the buses, and is sometimes faced with constraints outside its control. We request that all students and parents cooperate with us in our efforts to provide as smooth a service as possible.

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## Emergency Information

### Emergency contact details

In case of an emergency (bad weather, fire, safety, etc...) the parents will be informed as soon as possible by means of an SMS message to their mobile telephones. Therefore, please ensure that you keep your contact details updated in the Veracross Parent Portal and inform the Admissions Office of your up-to-date contact details, including mobile telephone numbers. The Admissions Office can be reached by telephone on the main school number and also at [admissions@isa.nl](mailto:admissions@isa.nl).

### Emergency Procedures

Fire precautions and safety procedures are posted in each room. Fire alarm drills, evacuation procedures and internal emergency drills are regularly practiced. It is absolutely necessary that all students follow all instructions implicitly. Students should familiarise themselves with emergency drill procedures.

Should it be necessary to evacuate the building in a real emergency, each student must evacuate the building immediately according to procedures practiced and/or obey any instructions given by a member of staff. No student, in any circumstances, will leave the rest of the student body in such an emergency. If necessary all students and staff will evacuate to the Meerkamp sports hall located at Van der Hooplaan 239 in Amstelveen.

When parents hear the fire alarm (slow 'whoop' sound) they must evacuate the building immediately. **Never attempt to go to your child's classroom, as this could seriously hinder the evacuation process.** Staff members

wearing yellow "BHV" armbands will direct parents to the assembly point at the parking lot behind the sports hall. During an emergency evacuation or fire drill, parents and cars are not allowed to leave or enter the school grounds.

### Parking

Parking is provided for parents on the school grounds. For security reasons, all vehicles are required to have an ISA car sticker. Application forms to request car stickers allowing entrance to the school are available online in MyISA and at the security desk at reception as of the beginning of each school year. If your license number changes during the year, you will need to inform the ISA security team.

### Coming from Van der Hooplaan

From 08:00 – 08:45 (on Friday 8:45 – 09:30), all traffic coming from Van der Hooplaan must use the entrance close to the roundabout to access the "back road" alongside the football fields to get to the ISA parking area and additional drop-off zone.

Cars coming from this direction can park in the areas indicated with an orange "P". Please note that the orange "P" section within the main lot should be used by parents who plan to stay until 8:45 or later. Parents who want to drop their children off or just quickly walk them to class, should use the parking spaces next to the football field.

Cars that have entered from Van der Hooplaan **must** exit left back towards Van der Hooplaan. These cars may not exit to the right. This will help with traffic flow for those entering from the Beneluxbaan.



### Coming from the Beneluxbaan

From 08:00 – 08:45 (on Friday 8:45 – 09:30), all traffic coming from the Beneluxbaan must use the first entrance to campus and must exit to the right. This will help with traffic flow for those entering from Van der Hooplaan. See the blue arrows for traffic flows. Cars coming from Beneluxbaan can park in the blue “P” areas.

### Your Assistance

We ask that all parents/guardians to please cooperate with the traffic patterns and to abide by the following:

- Please use the drop-off zone as a drop-off and not a parking space. For efficiency, parents should stay and leave immediately once the child is out of the car.

- Please do not drop your children off in the parking lot. Use the drop-off zone.
- Please do not wait for the closest drop-off spot to become available, as this will block the traffic behind you. Move into the next available spot.
- Please park between the lines and do not park on the road. Use only a designated parking spot. If a security guard asks you to move or re-park your car, please do so, so that every parent has a chance to park their car.

Please ensure that you park only in the designated areas. There is a drop-off point directly adjacent to the main building. The drop off zone may only be used for additional parking after 9:00 on Monday to Thursday and after 10:00 on Friday.

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Parking is not permitted in the bus zone in front of the school between 8:00 and 16:00 daily. Please see the Lower School section for more details about drop-off and collection procedures for younger students.

Parents are requested at all times to use caution, follow instructions from the traffic coordinator and drive slowly when entering the school grounds. Please be particularly vigilant for young children, other pedestrians and cyclists. Please also be respectful of other parked cars in the area. ISA is not responsible for any damage to parents' and visitors' cars.

## Bicycles and Scooters

A cycle path is provided on the left of the main entrance and should be used by bicycles and scooters at all times. Bicycles and scooters must not be ridden on foot-paths or in pedestrian areas.

Cycle racks are provided outside the main entrance and bicycles should be placed securely in the racks and not elsewhere. Please take care when cycling through the area used for school buses and staff parking, and dismount when reaching the red and white poles. Scooters must be parked in the designated fenced and paved area situated towards the end of the staff parking. The school strongly recommends the use of helmets. ISA is not liable for loss of or damage to any bicycle, scooter or motorcycle parked on school property.

Lower School students should not be cycling to school alone without prior arrangement with the Head of Lower School.

## Use of private vehicles

ISA does not normally authorise parents

to use private vehicles to convey ISA students for officially sponsored sports trips or field trips. For further information on this subject, relating to insurance requirements, please contact the Business Office at [bo@isa.nl](mailto:bo@isa.nl).

Students are only permitted to drive cars in the Netherlands when they hold an official Dutch driver's license. ISA does not encourage students who hold an official Dutch driver's license to drive to school.

## ISA Insurance: Student Insurance Coverage

The school carries the following policies:

**Accident Insurance:** Coverage is in force during normal school hours - including travel time between home and school. All school activities that are held outside normal school hours and which take place under the supervision of an authorised adult are also covered by the school's regular insurance.

**Important note:** All persons who are not members of the regular faculty or administration of ISA and who are supervising an ISA sponsored/approved extra-curricular activity, sport activity, private teaching, community activity, etc. are asked to give full details of the meeting place, time of meeting and the names of persons involved to the appropriate Head of School. This is to enable ISA to inform the insurance company of who precisely is covered by the school's insurance policy. Parents are asked to cooperate in this matter. Any further information may be obtained from any member of the administration.

The insured amounts are:

- medical expenses not covered by individual insurance.
- €5,000 in case of death.
- €50,000 in case of permanent disability.
- up to €205 dental expenses per element (valid Holland only).

**Please note: Compensation of expenses is made only if the parents' own insurance does not apply.**

**Liability Insurance:** Coverage is in force in case of damage where ISA can be held legally liable.

- N.B. It is not possible to insure against the loss or theft of student's personal property.
- All parents must carry Personal Liability (W.A.), and are strongly advised to have Travel Insurance. These are quite inexpensive and are deemed indispensable in The Netherlands.

## Parent Teacher Association

The Parent Teacher Association (PTA) welcomes you to its membership. The PTA is an association for all parents and teachers of ISA. The PTA facilitates communication between the parent body and the school by supporting school activities and organising social events. The PTA Office is situated in the main foyer.

The PTA has the following aims:

- To support and encourage the students of ISA by reinforcing the efforts of

parents and teachers wherever possible.

- To foster and promote close relationships among members of the ISA community.
- To further improve the communication links within the school community in order to achieve optimum cooperation and dissemination of information.
- To further develop behaviours that show concern for the ISA community at large, the communities surrounding ISA, and the global communities of which we are part.

The PTA has a number of sub-committees that plan, organise and execute activities. The PTA is run by an Executive Committee, elected by the association at the General Meeting held in April each year. The PTA executive committee consists of a president, vice-president, treasurer, secretary, communication officer, events officer and national representatives coordinator.

The PTA General Meetings are open to all parents and are held to inform parents about current affairs within the school and various events. These meetings are an important component of the PTA's function as they serve as an open forum for discussion and communication. They are held three times a year, including one in April when the new PTA Executive Committee is elected. You are invited and encouraged to attend the PTA general meetings.

## National Representatives

ISA is comprised of over 50 nationalities. Each nationality or language group is represented by a national representative.



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The national representatives are an important point of contact, as you will be able to converse in your own language if you wish. You are also most welcome to join any of the groups that you feel you have ties with. A list of names and contact information for the “National Reps” (as we call them) can be found in MyISA on the PTA pages. If your national representative has not already made contact with you, please feel free to email him/her and introduce yourself.

You may also contact the PTA Executive Committee and Subcommittee members with any queries and concerns - their names and contact details are listed in MyISA.

## PTA Events

The PTA hosts many events which are advertised throughout the school year using the schools many communication channels. Some of the main events include:

- Various ‘Welcome’ and Back-to-School events at the beginning of the school year. An ideal opportunity to meet other parents and members of the PTA committees and National Representatives.
- Weekly Wednesday Coffee mornings, hosted by various nationalities within the school community.
- Upper School grade dinners which provide an opportunity to meet other families in your children’s grades.
- After-school events for Lower School students such as movies, cultural activities and discos.
- Various social events for parents and

staff to raise funds for ISA supported charities.

- Spring and/or Winter Fair and a Book Fair.

The PTA wishes you and your family a warm welcome and encourages you to actively participate in the PTA.

## SHARE

SHARE is a collaborative working group of parent volunteers and members of the ISA faculty who coordinate the school’s many charitable initiatives. Their aim is to connect and consolidate the various charitable activities within the school community. SHARE supports student fundraising initiatives for charities of their choice.

SHARE organises a number of fundraising events throughout the school year, which have historically generated in excess of 20,000 euros annually. Through SHARE, sizeable contributions are made annually to charitable projects, large and small, as a result of the variety of fundraising initiatives.

## Board of Governors

The International School of Amsterdam is an independent non-profit foundation (a stichting under Dutch law) overseen by a Board of Governors, who provide legal insight of this foundation.

The Board may consist of up to nine members; all are volunteers. Each makes a commitment to serve at least one three-year term of service; each year of service officially begins July 1st and ends the following June 30th in alignment with the school calendar. Member’s terms are stag-

gered so as to provide greater continuity – not all come and go in the same year.

Up to three Non-Parent Members are appointed by the Board at large, typically individuals from local communities who offer an expertise in strategic planning, finance, public relations, law, marketing, communications, local government, architecture, etc. – areas of expertise that can help the school care for its existing assets and plan for the future.

Up to six Parent Members are appointed through a nomination process by the Board. As with Non-Parent Members, Parent Members are reviewed and subsequently nominated based upon their expertise in strategic planning, finance, public relations, law, marketing, communications, local government, architecture, etc. – areas of expertise that can help the school care for its existing assets and plan for the future.

Non-Parent and Parent members alike make a commitment to use their experience and knowledge as colleagues, forming a governing team charged with supporting the Director and looking out for the long-term interests of the school.

The Board legally represents the school and their key responsibility is to ensure the long-term well being of ISA as a whole. The Board's main function is strategic: it sets policies and ensures the school's short- and long-term viability. The Board appoints the Director to whom all operational aspects of the school are delegated. The Board supports the Director in his/her endeavours to fulfil the school's mission and long-term vision.

Moreover, the Board is responsible for:

- Setting the long-term academic direction of the school, on recommendations of the Director and his/her professional staff
- Hiring, evaluating, extending or terminating the employment of the Director
- Ensuring the long- and short-term financial health of the school
- Setting and revising school policies, the framework for the school's rules and regulations
- Setting the annual tuition fees
- Approving staff remuneration and compensation

The Board keeps staff and parents apprised of its plans and achievements through periodic updates in MyISA. With the Director, the Board also holds open meetings for parents twice each school year. The Board can be reached by e-mail at [board@isa.nl](mailto:board@isa.nl). However, questions and concerns about operational matters should always be addressed to the appropriate members of the ISA staff.

# Lower School





# Lower School

## Useful Lower School Contact Information

Sarah Grace  
**Head of Lower School**  
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Susan Loban  
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Carolyn Lacey  
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Lisa Verkerk  
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Kate D'Anvers  
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Denise Granai  
**Lower School Counsellor**  
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Lucy Killeen  
**Student Support Coordinator**  
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Carole Kruijsheer  
**Lower School Secretary**  
ckruijsheer@isa.nl 020-347-1201

Sheela Parulekar  
**Lower School Attendance Secretary**  
sparulekar@isa.nl 020-347-1201

Victoria Taylor  
**Lower School Secretary**  
vtaylor@isa.nl 020-347-1201

## Daily Routine

The Lower School day begins at 8:30 and lasts until 15:25, with the exception of Fridays, when the day begins at 9:30.

## Recess

Students have a lunch break around noon which includes a half-hour recess break. A morning or afternoon recess is scheduled for 30 minutes each day when students go outside for free play. The recess times vary depending on the grade level. A grade level always has a shared recess time so that students in different classes can mix together. If outdoor recess is not possible due to poor weather conditions, then the children have indoor recess instead in their classrooms and common areas. However, we try to give all children outdoor play as regularly as possible. Therefore, it is important for you to make sure that your child has suitable clothing for outdoor play throughout the year. The weekly schedules vary for different grades and will be provided by each homeroom teacher at the beginning of the year.

## Snack and Lunch

All students have the opportunity to have a snack during the morning. Please send a healthy snack and/or drink, e.g. pieces of fruit, rice cakes or plain biscuits. For younger students, the snack should be packed separately from lunch and should be clearly labelled with your child's name. We ask that you do not send candy, chocolate or carbonated soft drinks like cola. The cafeteria is not available to our Lower School students during the morning break. The vending machines are not available to Lower School students during the school day.



Students in Nursery and Pre-School eat lunch in their classrooms or common area in order to have their meal-time in a calm, quieter and more family-style environment. The Pre-Kindergarten and Kindergarten children eat lunch in the common area outside of the Early Childhood library.

Nursery and Pre-School children need to bring a packed lunch to school. With a packed lunch from home, you can ensure that you provide a selection of food items that you know your child likes and will eat. The lunch supervisors do not allow children to throw any uneaten lunch away so that at the end of the day you know how much your child has eaten. Pre-Kindergarten and Kindergarten children may have a cold or hot school lunch or you can send a packed lunch. Cold school lunch includes a roll, a piece of fruit or yoghurt and a drink. Children may select a drink from a choice of milk, water or fruit juice. Again, we would ask that you do not send candy, chocolate or carbonated soft drinks like cola.

Students in grades 1 to 5 eat lunch in the main cafeteria. Students may have a school lunch or you can send a packed lunch. The packed lunch should be sent in a lunch box clearly labelled with your child's name and class. Again we would ask that you do not send candy, chocolate or carbonated soft drinks like cola. If students are having the school lunch they should not be bringing money to school. ISA uses a cashless card payment system. For more information about lunches and the payment system, go to the "Food Services" information in the All School section of this handbook.

## Attendance

Students should attend school every day. However, there are occasions when a child is absent through illness or for medical or personal reasons. The absence of any student is to be confirmed by telephone or written message to the Lower School Office before 8:30. The Lower School Office can be reached by phone at 020-347-1201 and by email at [lsattendance@isa.nl](mailto:lsattendance@isa.nl).

Registration takes place at the start of the day. The class register is very important as it is used to ensure your child's safety. It helps our teachers to ensure that your child has arrived at school and serves as a checklist in the case of an emergency evacuation. Each morning the attendance secretary telephones the parents of any child who is absent without notification.

Frequent absences can seriously affect the academic progress of students. We ask that parents arrange family trips and holidays during school vacation times. A copy of the school calendar appears at the end of this handbook, is posted on the website and is also available from the Lower School Office in paper format. If there is a high incidence of absence or lateness, parents may receive a letter of concern. Promotion to the next grade level is automatically subject to review in cases where a student has been absent for 20 days or more in one academic year. Information about the number of days of attendance, including comments on lateness, if relevant, is included in a students' formal written report.

Permission for absences other than for sickness or medical reasons should be obtained in advance from the Head of

# Lower School

Lower School. A Student Absence Request Form is available from the Lower School Office. The homeroom teacher should then be notified when approval has been given. If a student does have to be absent for an extended period, then the teacher will decide if the student will benefit from any additional homework assignments. It should be stressed, however, that most of the class work missed cannot be made up in this way.

## Arrival Procedures

Students should not arrive before 8:15 (9:15 on Fridays), as there is limited supervision at this time. Students arriving before 8:30 (9:30 on Fridays) should wait in the cafeteria until they are dismissed by the teacher on duty and may proceed to their first class. The youngest students, from Nursery through Kindergarten, should be escorted to their homeroom classes by their parents or other designated adult. Students in grades 1-5 can be dropped off in the drop-off zone in the parking lot and make their own way into the building. Students from Kindergarten to Grade 5 that use the school bus service should wait in the cafeteria if arriving before 8:30. Pre-School and Pre-Kindergarten students who arrive by school bus, are taken to the Early Childhood common area where they are supervised and collected by the classroom assistants.

## Late Arrivals

Please ensure that your child arrives at school on time each day so that important introductory activities and announcements are not missed. Registration is taken at the start of each school day, with information about absences and lateness recorded. 8:30 is the official start time for Lower

School classes (9:30 on Fridays). Students in Kindergarten to Grade 5 who arrive after 8:40 will be recorded as late. There is a more flexible drop-off time for children in the Early Childhood years, but please ensure that your child is in class and ready to start their day by 9:00. Any student (or parents arriving with their children) arriving late should first inform the Lower School Office of their arrival before going to class, as they may have missed morning registration. There is a sign-in system in the Lower School Office.

## Dismissal Procedures

### Early Leavers

If you need to collect your child before the end of school, please notify the homeroom teacher early in the morning or the previous day so he or she can see that your child is ready. Students leaving early may miss valuable closure and reflection time, at the end of the day, so please keep such early collection times to a minimum.

Please note that we cannot let students leave with a person who cannot be properly identified as having permission to pick up him or her, nor will we permit students to await collection unattended outside the school building. There is a sign-out system for students needing to leave school before the end of the school day. Please visit the Lower School Office to sign out your child if you collect him or her before 15:25. These sign-in and sign-out systems enable us to keep an accurate record of students in school in case of emergencies.

## Dismissal Procedures

Parents of students in Nursery, Pre-School, Pre-Kindergarten, Kindergarten, Grade 1 and Grade 2 should collect their

children directly from the classroom. There is a more flexible collection time for Early Childhood students, especially if parents have more than one child that needs to be collected from their classroom. You may collect Pre-School and Pre-Kindergarten students at anytime between 15:15 and 15:25 from class. We ask that you do not go to the classrooms of Kindergarten, grade 1 or 2 students before 15:25. Grade 2 teachers will begin the year dismissing students from their homerooms. In the spring, grade 2 teachers will allow students to make arrangements to meet their parents in the cafeteria at the end of the day to prepare the students for a change of procedure from Grade 3 onwards.

Students in Grades 3-5 will make their way to the cafeteria after being dismissed. Parents of students in Grades 3-5, should wait in the cafeteria.

If your child is regularly being collected by another adult other than a parent or guardian (i.e. grandparents, nanny, caregiver or taxi driver) please make sure that the homeroom teacher and Lower School Office are made aware of this arrangement and that this adult has been signed-up for, and received, an ISA ID card. This includes any after-school care service which collects students directly from school. For more information on obtaining an ID card, please see the Security and Visitors information in the All School section of this handbook.

Parents who are unavoidably running late to pick up their child should contact the Lower School Office before 15:00. Any child in Nursery up to Grade 1 who has not been collected will be brought by their

teacher to wait in the Lower School Office. If they have still not been collected by 16:00 then the Lower School Secretary will take them to reception where they can wait with the security staff. Students in Grades 3 to 5 should ask the Lower School secretary or reception to call their parents if no one comes to collect them. Again if these unattended students are not collected by 16.00 they will be taken to reception to wait with the security staff. We expect every Lower School child to be collected by an adult unless they are using the bus service.

If you feel that your child is mature and responsible enough to travel to and from school alone on a daily basis, please contact the Head of Lower School to confirm such an arrangement.

If there is a change in transportation home after school (e.g. if your child is going home with a friend), it is essential to inform the homeroom teacher in advance by email or in person. Or in cases of short notice, contact the Lower School Office by telephone. We cannot accept a verbal message from a student, and we will expect that children will follow their normal routine in going home unless we are notified otherwise. In the event of any change of bus arrangements, please notify the Lower School Office and the Bus Coordinator by email or telephone immediately.

If you will be out of town please leave full contact details of the person who will be taking care of your children with the Lower School Office and the homeroom teacher in case of an emergency.

# Lower School

## After-School Bus Procedures

A teacher or assistant will escort students in Pre-School to Grade 1 to the buses. Students in Grades 2 to 5 should make their own way to their respective buses. Any change in the regular method of getting home should be communicated by the parent (NOT the child) to the Bus Coordinator and homeroom teacher by email or by telephone. Please see additional information about bus procedures in the All School section of this handbook.

## After-School Activities

While we believe that after-school activities are valuable and are encouraged, please consider the appropriateness for the age of your child, and the other demands on your child's time such as commuting, homework, and mother tongue classes, when opting for such activities. To ensure balance in their lives, Pre-School, Pre-Kindergarten and Kindergarten children can only sign-up for one activity.

Parents are responsible for taking their own children (up to age 7) to after-school activities and helping them change if necessary. Please note, that parents assisting children in the PE changing rooms may only do so after 15:30 when PE lessons are finished. If the activity does not begin directly after school, the student should remain in the cafeteria until the activity begins. Parents are responsible for arranging supervision of their child during this time. If they wish, and if the playground is not being used for another purpose, parents can take their child there and supervise them whilst they wait for the activity to begin (please be sure to read the information on after-school supervision that follows).

There are no school buses after 15:40, so students attending an after-school activity must be collected by their parents.

## After-School Supervision

At the end of the school day there is no supervision provided by the school, unless the student is enrolled in an official after-school activity. Students who are not involved in a supervised activity **will not be allowed to remain on the school campus after 15:45 unless supervised by a parent at all times.**

Families can socialise in the cafeteria after school, but students must not use the main foyer area or theatre foyer and corridors as a play space. If your child/children prefer to be more active, then they may choose to go out to a playground area with a supervising adult. Families are welcome to use the school playground after the school day ends (with the exception of the Inner Courtyard), however for safety reasons children are not permitted on the playground areas after school unless accompanied by an adult at all times.

The Elementary Lower School library is available most days after school for independent reading and browsing or as a quieter place to study than the cafeteria. However students in Nursery to Grade 2 must be accompanied by a supervising adult. Students in Grades 3-5 who are waiting for an after-school activity to begin, may study in the Lower School Library as long as their behaviour is appropriate. Grade 3-5 students are required to sign-in on entering the Library. If a student misbehaves, permission to use the Library unsupervised after-school will be withdrawn and the student's parents will be expected to come to school and supervise their child

while waiting for their activity to begin.

The Early Childhood library is open until 15:45 each day to allow families to check out books. All students using this library must be accompanied by an adult at all times.

## **Class Placement**

Upon acceptance, the Head of Lower School is responsible for placing students into classes. This is done primarily on the basis of age, taking into consideration other factors such as previous school experience, language level and emotional and social maturity. Nursery and Pre-School class sizes are limited to 20 students, while Pre-Kindergarten and Kindergarten class sizes will normally be limited to 18. In Grades 1 to 5 class sizes will normally be limited to 20.

Near the end of each academic year, parents are given the opportunity to give input to the teachers and Head of Lower School about their child's placement for the following year. The teachers then examine the class lists of returning students, take into account parent comments as well as numerous other factors, and make proposals to the Head of Lower School for placement for the following year. Due to the high turnover of students (approximately 20%) the practice of re-organising helps to balance classes. Generally, classes in the younger grade levels are promoted as a group, unless there is a pronounced need for change or a mismatched number of classes at the next grade level.

Parents may not request a particular teacher. The ISA staff ask that parents trust the professional judgement of our staff on

the placement of their child as the teachers and the administration have a good understanding of the overall balance of the classes, and the teaching styles of the staff.

## **Nursery Programme**

The children enrolled in the Nursery Programme are in a self-contained class with a maximum of 20 students. There is one teacher and three full-time assistants. At this young age the programme is age appropriate developing each child's sense of self, sense of belonging in a group and managing the separation from home. The activities are play-based, often adult-led and are aimed at developing each child's language and social-emotional development as well as engaging them in cognitively enriching activities. They will experience a range of artistic, musical and physical activities, with their teacher rather than a specialist teacher.

## **Pre-school – Grade 5 Programme**

Lower School follows the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IB). ISA is a fully authorised IB World School. The PYP is a holistic concept-based curriculum framework designed to promote international understanding. ISA works within the PYP framework and draws upon best practice from across the world to deliver a stimulating, inquiry-based programme.

The PYP is designed for students aged 3-11 years and is the first phase of an IB education. The PYP programme is structured to allow students to investigate important subject matter by developing their own questions and wonderings, seeking



# Lower School

ways to explore these through means such as observation, research, experimentation and investigation. The starting point is the student's current understanding. The role of the teacher is to facilitate learning by providing activities for the students to develop deeper understandings, to make connections in their learning and to monitor progress in learning.

The programme is designed to develop students' conceptual understanding as well as their development of basic skills, subject knowledge and attitudes, and is structured around grade-level objectives for the different curriculum areas.

The ISA website provides an overview of the programme. There you can also find more specific information about the ISA curriculum including the programme of inquiry for the transdisciplinary units. Curriculum information is presented to parents at Back to School events in September. Further information about the IB and its Primary Years Programme (PYP) can be found on the IB website. (<http://www.ibo.org/information-for-parents/>)

In addition to their homeroom teacher, the students are also taught by single-subject teachers who provide access to additional curriculum areas and support the children as they engage in transdisciplinary inquiries.

## Physical Education

All grades explore physical education with specialist single-subject teachers in specially equipped environments. Physical education classes develop a student's fine and gross motor skills and encourage physical and spatial awareness. The

physical education curriculum includes dance and gymnastics, but also focuses on sportsmanship as well as attitudes and skills important in effective teamwork in the older grades.

## Swimming

Children in Grades 2 and 3 also have weekly swimming classes with trained instructors at a local pool. These classes are vital for the safety of our children, especially living here in The Netherlands, and are an integral part of the Lower School physical education curriculum. The lessons provide children with a life-long skill and are highly valued by the school. All students in Grades 2 and 3 are required to participate in swimming lessons, unless there is a serious medical reason why they may not. In such instances the medical reason needs to be communicated to the school, accompanied by a medical note from a doctor.

## Music, Visual Arts & Drama

Students across all grades have an opportunity to engage in musical activities. Children engage in singing, rhythmic and instrumental activities in music classes with a specialist teacher.

From Kindergarten onwards, students explore the visual arts with a specialist teacher using a variety of media and processes. Children from Grade 2 onwards also explore the Arts further with specialist drama classes. In Drama, students are taught to express themselves using their voices and bodies. They explore drama through role play, mime, story-telling, acting and cooperative games.

## Library

Students have regular sessions in the Lower School libraries. Older students can also visit at other times in the day more independently. Library staff read stories to the younger students and encourage them to borrow a wide range of books. With the older students, the library staff assist the teacher in the development of research skills and the independent use of the library. Library staff recommend suitable authors and guide research for the units of inquiry and independent student inquiries.

## Information & Communication Technology (IT)

Classrooms are equipped with Information Technology (IT) and audio-visual resources which are used as a tool to enhance learning. There is a range of equipment that the children are regularly encouraged to use. Resources such as Smartboards, iPads, digital and video cameras and proscopes are also used, when appropriate to support the programme.

## Languages

### English as an Additional Language

Many students join ISA with no English language abilities at all. Our teachers are experienced in working with children with different levels of English. These students also receive support from an English as an Additional Language (EAL) teacher. EAL students are taken out of the classroom on a regular basis to have intensive language instruction in small groups, or the EAL teacher may work with them within their homeroom class, until their English proficiency is of a level where they no longer require additional support.

### Additional Languages

Furthering our commitment to develop international-mindedness, ISA promotes continued development of a child's mother tongue and additional language learning. Children in Pre-Kindergarten and Kindergarten who are proficient in English learn an additional language - Dutch - the language of our host country. Dutch classes for this age group focus on the cultural aspects of living in The Netherlands, including songs and stories, traditions, festivals and daily life.

All students from Grades 1 to 5 study Dutch as an additional language with three sessions a week. EAL students in their first years at ISA take a Dutch Culture class, in English, once a week, which introduces the language and the culture of the host country, whilst still supporting their English development. Students in their first year at ISA will be enrolled in the Dutch programme in order to learn about the host country culture, as well as being introduced to the local host language. Students from Grade 2 onwards can opt to take French as an alternative to Dutch after their first full year of Dutch instruction at ISA. The option for French is only provided at a beginner level and is not designed for mother tongue French language speakers. Dutch passport holders are required to take Dutch as their additional language.

### Lower School Student Support & Counselling

In Lower School, the teachers are generally able to address the diverse needs of their students within their classes. Teachers are available to discuss concerns with parents as needs arise. The homeroom teacher is the first point of contact if issues do occur.

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Additionally, teachers and the counsellors from the Student Support Department (SSD) are available to offer advice to parents and support to students.

This department aims to provide support to students whose academic needs are significantly different to the majority of students in their age/class group. They provide academic support to students in different types of small groups, depending on need and specialist evaluation. Some students may be withdrawn from additional language lessons e.g. Dutch classes, in order to access SSD support. Other students will receive this support during homeroom time e.g. math support during class time for mathematics. Group targets will be identified for students receiving support and assessments against criteria and the specific targets will be developed to monitor progress. Written progress reports are distributed periodically to parents, teachers and the SSD coordinator.

External testing and/or specialised individual support is privately funded by parents/guardians, and includes psycho-educational evaluations, speech and language therapy, occupational therapy, play and drama therapy and individual tutoring.

If a teacher or a parent has a concern about a child having significant needs that are not being met through the regular programme, there is a referral procedure to be followed. Further information about this procedure, which may include in-class observations, screening and external evaluations, can be obtained from the SSD Coordinator.

Any tutoring taking place outside of school hours is to be arranged by the parents and

the tutor and is not supervised by the SSD Coordinator. Any tutoring that you wish to take place on the school campus during school hours must be approved by the Head of Lower School and payment must be processed through the Business Office.

The Lower School Counsellors meet with students individually or in small groups. These occasional meetings do not require a permission form. However, if a student meets regularly with a Counsellor, parent permission is required.

Counsellors also support lessons focusing on supporting the Personal, Social and Emotional Curriculum, for example when teaching concepts such as friendships, conflict and responsibility. Some of these lessons may be integrated into the Units of Inquiry. Children who are new to ISA, or those leaving, are supported by a Counsellor during these periods of transition.

## Assessment and Reporting

Assessment of student progress is ongoing. Teachers assess prior to, during and at the end of units of work. Pre-assessment strategies help teachers to plan more effectively to meet the individual needs of the students. Summative assessment strategies, at the end of units of work, enable teachers to see the students progress in learning. The teachers use a variety of tools and strategies. Students maintain portfolios of samples of their work which help them to be more reflective on their learning.

Kindergarten through Grade 5 students are actively engaged in the process of reporting to parents. In the first parent-conference (the Settling-In Conference), the

students are present, and they help to set goals for the year with their teacher and parents. A mid-year report updates parents and students on progress across all curriculum areas. In the spring, a mid-year conference takes place (the Student-led Conference). The conferences are three-way between students, parents and teacher, and are largely student-led. They include a review of the progress towards goals set at the first conference, as well as reflection on what the student has learned. At the end of the year an end-of-year report is sent home, similar in format to the mid-year report.

Nursery, Pre-School, Pre-Kindergarten students have a less involved reporting process. A written report is sent home at the end of Nursery, whilst Pre-school and Pre-Kindergarten will receive reports mid-way through and at the end of the school year. Additionally, two parent conferences are organised each year. Students should be present for these conferences.

## **Communication Between Parents and Teachers**

Information about the weekly schedule will be sent home by the homeroom teacher at the beginning of the school year, showing the subject areas that the students will be involved in throughout the regular week. Regular communications through the homeroom and single-subject blogs in MyISA inform parents about the learning activities taking place in the classes and any upcoming events. Parents are encouraged to view the Lower School pages of MyISA for more general information and announcements.

In addition to the more formal reporting

times mentioned, parents can request a meeting with a homeroom or single-subject teacher. To make an appointment contact the Lower School Office or email the relevant teacher. Parents are urged to contact the appropriate teacher directly, as soon as possible if they are concerned or if they detect a problem. See further information in the Parent-School Communications section of the All School pages.

## **Equipment and Supplies**

A list of equipment and supplies that students need at their respective grade level can be found in MyISA and on the Lower School page of the ISA website. Paper copies of the supplies lists can be obtained from the Lower School Office. Please make sure all items are clearly labelled and replaced when needed. Please note that the school provides students in Grades 2-5 with a school diary. However, if this item is lost or damaged families will need to purchase a replacement from the school store.

## **Homework**

Homework plays an important role in student life because it encourages the development of self-discipline and associated good working habits. Homework provides for an out-of-classroom learning experience reinforcing skills and concepts already learned, practicing new skills, preparing for a new unit of study, or extending learning.

In Early Childhood no formal homework is given as we believe the children need time to play and relax. In Kindergarten homework takes the form of the home-school reading programme. The home-school partnership at this time is very important

# Lower School

## homework expectations

| Grade Level  | Homework   | Notes  |
|--------------|--|--|
| Kindergarten | Daily individualised reading programme   | Recommended daily shared reading at home for 10-15 minutes; this may be the parent reading to the child or the child reading to their parent   |
| Grade 1      | Daily individualised reading programme + one 15 minute homework activity each week                 | Recommended daily shared reading at home for 15 minutes.<br>Once a week, students are assigned a 15-minute activity related to math, unit of inquiry, handwriting or reflection homework.  |
| Grade 2      | Individualised reading programme + 15 minutes per day maximum of an additional homework activity   | Recommended daily shared reading at home for 15 minutes.<br>On Monday-Thursday nights students are assigned a 15-minute activity related to spelling, language, maths, handwriting or units of inquiry.  |
| Grade 3      | Individualised independent reading + 20 minutes per day maximum of an additional homework activity | Daily independent reading in English and/or the mother tongue language for 20 minutes.<br>On Monday-Thursday nights students are assigned a 20-minute activity related to spelling, language, maths, handwriting or units of inquiry.<br><br>N.B. For grade 3 this homework is usually assigned weekly to help students learn how to manage their time and is related to their "It's About Time" unit. |
| Grade 4      | Individualised independent reading + 30 minutes per day maximum of an additional homework activity | Daily independent reading in English and/or the mother tongue language for 20 minutes.<br>On Monday-Thursday nights students are assigned a 30-minute activity related to spelling, language, maths or units of inquiry.   |
| Grade 5      | individualised independent reading + 30 minutes per day maximum of an additional homework activity | Daily independent reading in English and/or the mother tongue language for 20 minutes.<br>On Monday-Thursday nights students are assigned a 30-minute activity related to spelling, language, maths or units of inquiry.   |

**N.B. Homework is not usually assigned on weekends or holidays with the exception for the grade 5 students working on the PYP Exhibition.**



to help each child's reading development. Students bring books home regularly to read with an adult or older sibling. It is, however, stressed that parents read or tell stories (especially in their home language) with their children to help literacy and language development. The expectation that students read daily at home continues throughout the Lower School grade levels.

Much of the homework assigned, especially in Grades 3-5, will be for students to do independently. However, the reading programme begins as a parent-school partnership where parents (or another adult) are expected to read with, listen to, and discuss the books the child brings home. See the information in the following table outlining the homework expectations for the different grades levels from Kindergarten to Grade 5. If a student consistently claims he/she has no homework or if the homework seems to be excessive, please consult the homeroom teacher.

## **Assemblies**

In order to foster a sense of community spirit, we have regular assemblies. Small grade-level assemblies occur occasionally to support or celebrate learning. Combined grade levels gather together in the theatre or other large spaces on a regular basis. These larger gatherings focus on the PYP attitudes and dispositions of the learner profile. The Lower School will also gather for a final end-of-year assembly in the last week of school, where we celebrate the year and say a fond farewell to students and staff who may be leaving. Parents are invited to attend performances and assemblies when appropriate.

## **Class Buddies**

Lower School classes 'buddy' or partner with another class for the whole school year. Classes buddy-up with a different class from a different grade level. The classes come together regularly, once every one or two weeks, and they do reading and other activities together. This is valuable reading time where our older students read to the younger ones, sometimes in their mother tongue.

## **Field Trips and Special Events**

Field trips are an important part of the Lower School programme, and are arranged throughout the school year to complement the current unit of study. These may include walks around the local community, as well as full and half-day trips to specific locations such as the Tropen Museum, the Amsterdamse Bos, Artis Zoo, and local art and science museums. Parents will be informed in advance of any arranged field-trips offsite. Volunteer parents are often sought to accompany groups of students as chaperones.

From time-to-time, ISA also arranges special visits from artists, authors, illustrators, musical and theatrical performers. These events are designed to give students a variety of cultural and artistic experiences as well as to develop the appreciation and skills of being in an audience.

There may be times when a class or grade level give a presentation or performance for parents or invite parents to attend an open lesson. Often siblings may wish to attend, however, this means that they would need to come out of their own lessons. This is possible to arrange but prior permission must be obtained from both

# Lower School

the homeroom teacher of the child wishing to attend to watch their sibling, and the teacher organising the special event. Permission needs to have been obtained at least 24 hours in advance and cannot be granted on the day of the performance or presentation.

The PTA often organises additional events during and outside of the school day. These activities may be linked to a cultural event or festival but can also be a purely social event like a movie afternoon. The ISA community is encouraged to share their cultural festivals. This may be through a more formal presentation such as the multi-cultural 'Festival of Lights', a mother tongue story-telling session in the library or presentation to your child's class.

In the ISA programme, particular attention is given in homeroom or specialist classes to the celebrations of our host country, The Netherlands. This includes the festivals of Koningsdag (King's Day), Sint Maarten, Sinterklaas (also known as St. Nicholas) and Pakjesavond (gift-giving night).

The celebration of Sinterklaas in The Netherlands involves traditional costumes for Sint and his helpers, the Pieten. Pieten are normally dressed in Elizabethan-style clothes and blacken their faces. In consideration for some cultures who may find this practice offensive, but also honouring the Dutch tradition, the practice of wearing full black make-up is not followed at ISA. The Pieten may mark their personal skin colour with some light "soot" to show how they have been climbing through chimneys. This way it is hoped that the school can show tolerance and empathy towards the different sensitivities and traditions of the various cultures represented in the school.

Once a year, the school comes together to celebrate the diversity of cultures represented and to value these cultures during Global Village Day. A whole school assembly is held including performances from students of all ages and culminates in a parade of nations and ceremony.

In the afternoon parent and student volun-

| Date        | Event           | Community Action   |
|-------------|-----------------|--|
| Mid-October | Food Drive      | Families are asked to donate a food item for the local soup kitchen. This can be dried foodstuffs such as a bag of rice or pasta, but also canned food such as tuna, beans and vegetables.   |
| March       | World Water Day | Students are invited to participate in a fundraising project that also helps to raise their awareness of the value of water and issues with water supplies. Funds raised are donated to East African Care who build wells, water taps, toilets and irrigation channels in East Africa. |

## Taking Action

teers organise activities to further extend students' experience of different cultures.

Towards the end of the school year an afternoon of sports activities is organised for all students in Lower School. Activities vary from year to year but include some cooperative challenges.

### **Students Taking Action at ISA**

As an IB World School the International School of Amsterdam aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world. We believe that the education of enlightened global citizens extends beyond academics; we promote active involvement within the school, local and global communities. By participating in action projects, students develop skills, attitudes and values that promote true international understanding and a sense of respect for themselves, others and their environment. It also encourages a sense of responsibility, a spirit of self-reliance and an awareness of local and global issues. Students learn to take initiative and see themselves as agents of change.

The school already has ongoing commitments to some local and global projects (such as the Food Drive and World Water Day) as we want to serve as a role model for taking action and caring about our world. Details about how your children can participate will be given nearer to each event. In addition to these regularly scheduled local projects, ISA often takes action on a more global level to support communities in crisis, for example supporting fund-raising efforts following a natural or environmental disaster.

### **Lower School Student Council**

The Lower School's Student Council is served by student representatives from each class in Grades 2 to 5. At the beginning of the school year students in Grades 2 to 5 who would like to stand as their class representative are asked to share with their class why they think they would suit this position. The class then vote and those selected become the Student Council class representatives. To provide as many students as possible with opportunities to develop leadership skills, each class may opt to elect two class representatives and one substitute, the class representatives serving for half of the school year each. **Students cannot be in both the Choir and the Student Council if scheduled at the same lunch times.**

The main responsibility of a Student Council representative is communication – bringing issues and questions to the Student Council, taking back information and ideas to the class, and doing further investigation where appropriate. Where possible, the Student Council will also be involved in finding and helping to implement solutions. It is expected that Student Council members will take a lead in community service projects such as resolving playground issues, health and hygiene in the cafeteria, helping to organise events such as bake sale fundraisers, school talent shows and a school disco. They often select and advertise theme spirit days such as 'Pyjama Day'.

### **Green Team**

Students in Grades 2 to 5 can opt to participate in the Green Team. Teachers and parent volunteers engage students in various activities to raise awareness of

# Lower School

environmental concerns and maintain our school's Eco-School status. The Green Team meets weekly at lunch recess.

## Math Club

The Lower School Math Club is open to all children in Grades 4 and 5. Math Club participants think and act collaboratively to explore math concepts and challenges and meet once a week during lunch recess. All children in the Math Club have the option of trying out for the Lower School Math Team which participates in the annual European Council of International Schools (ECIS) Maths Quest event.

## Choir

Students in the upper elementary grades can join the Lower School Choir, which meets twice a week during a lunch-time recess. Students joining the Choir need to show commitment to attend rehearsals and are required to sign a contract at the start of the school year.

## Percussion Group

Students in Grades 4-5 may be invited to join the ISA Percussion group which is designed to extend the instrumental work that the students experience in their Music programme. The Percussion group includes ensemble work using marimbas. Both the Choir and Percussion group perform at assemblies and special events.

## Behaviour and Discipline

In accordance with our mission and vision we value international understanding, inquiry, critical and creative thinking, taking risks, and acting with integrity compassion. We are committed to providing a safe, supportive educational environment. Our approach to discipline enables stu-

dents to learn new behaviours for the future rather than dwelling on past mistakes.

ISA therefore expects students to:

- Demonstrate integrity by developing honesty and self-discipline.
- Respect themselves and others.
- Respect school rules and guidelines.
- Take responsibility for their own actions.
- Seek ways to resolve problems in a peaceful manner.
- Speak up if they see someone being treated unfairly.

In order to model these expectations to students we expect members of staff to:

- Treat students with respect and kindness.
- Work together collegially.
- Respect and help to enforce school rules, policies and guidelines.
- Treat all parents with the utmost respect and consideration.
- Take their professional responsibilities seriously.

In order to model these expectations to students we expect parents to:

- Work with us cooperatively to meet the needs of the students.
- Treat all staff members with the utmost respect and consideration.

- Treat each other with respect and kindness.
- Respect and help to enforce school rules, policies and guidelines.

Our expectations for student behaviour are based on the attitudes from the PYP:

|                     |                     |
|---------------------|---------------------|
| <b>Respect</b>      | <b>Commitment</b>   |
| <b>Tolerance</b>    | <b>Independence</b> |
| <b>Integrity</b>    | <b>Confidence</b>   |
| <b>Empathy</b>      | <b>Creativity</b>   |
| <b>Appreciation</b> | <b>Enthusiasm</b>   |
| <b>Cooperation</b>  | <b>Curiosity</b>    |

While bearing in mind that a child exhibiting severe/disruptive behaviour needs to be dealt with sensitively according to agreed upon guidelines, the welfare of the other students and adults is important and must be considered.

Bullying, whilst not a regular occurrence at ISA, is not acceptable behaviour. ISA staff will take action when we suspect bullying is occurring.

At ISA, we believe that *“a person is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions\* on the part of one or more persons.”* (Olweus, 1991) Negative actions refer to someone intentionally inflicting or attempting to inflict, injury, humiliation or discomfort on another. For more details about our discipline procedures please see the Lower School pages in MyISA.

## Dress Requirements

Although ISA does not have a school uniform, students are requested to wear clothes that are clean, tidy and appropriate for school. Clothing should be practical, washable, comfortable and suited to the changing Dutch weather. **Children should always bring a waterproof coat or jacket** and will need gloves, a hat and scarf available from October to April. Please ensure that for younger students, coats are easily fastened and shoes can be easily changed. **All items of clothing should be clearly labelled with your child’s name.**

Clothing items should not be offensive to others e.g. inappropriate wording on t-shirts or be excessively revealing e.g. bikini or mid-riff tops. Sports shoes or sneakers with wheels underneath (so that they can be used like roller blades) are not considered suitable footwear for school. Headwear, unless worn for observance of religious beliefs or specific agreed circumstances, is not permitted during class time.

## Lost Property

Please note that there is a high occurrence of items being ‘lost’ or mislaid at school. If your child’s belongings are clearly labelled with their first and last name there is

### The difference between bullying and teasing:

| Bullying   | Teasing  |
|--|--|
| <ul style="list-style-type: none"> <li>• is aggressive and intentionally harmful</li> <li>• is an imbalance of power</li> <li>• usually occurs with no provocation from the victim</li> <li>• is carried out repeatedly</li> </ul> | <ul style="list-style-type: none"> <li>• is usually affectionate, humorous and occurs in a relationship where there is bantering</li> <li>• is part of a ‘give and take’ relationship</li> <li>• is a style of communication that affirms fondness for another person</li> </ul> |

# Lower School

a stronger likelihood that they will be able to be returned promptly. If your child loses an item please check the lost property area alongside the Lower School gym changing rooms behind the Nurse's Office. Items that are unclaimed are donated to charity.

The school shop sells labels and markers that can be purchased to help you to identify your child's clothing. Several parents use the Dutch company "Stuck on You" <https://www.stuckonyou.biz/netherlands> which sells individualised labels at a very competitive price.

## Personal Items, Toys, Technology and Money

Occasionally your child's teacher may request that small items are brought in from home to share in class. However, we strongly recommend that children keep all other toys and valuable items at home due to possible loss or damage. There are some items which are banned from school such as weapons (real or pretend) and any potentially dangerous items including stretchy rubber toys. Skateboards are not allowed on campus. Trading cards such as Yugiyo, Pokemon, and football cards, are restricted to before and after-school use only.

ISA recognises that there are times when it is genuinely appropriate and useful for students to have access to a mobile phone. At ISA, mobile phones should only be used by students in cases of a genuine need, and courtesy, consideration and respect for others are paramount at all times. All mobile phones should be labelled with the student's full name and must not be switched on and used during the school day. The school reserves the right to con-

fiscate mobile phones which are used in class without prior permission from the teacher or administration. **Under no circumstances should students use a mobile phone to contact home in order to make arrangements to leave school.** Any student who is unwell or injured needs to go to the Nurse to follow the regular dismissal procedures. See also the All School Mobile Phones policy and Upper School Acceptable Use policy in MyISA.

Portable games consoles, i-pods, mp3 players and other such technological items are not recommended, as we prefer that valuable items are kept at home.

However, we recognise that for students arriving early to school or having a long wait after school before an activity, these items may be used to occupy them. If students are found playing with such items at recess or class times, the items will be sent to the Lower School Office, where they can be collected at the end of the day.

It is highly recommended that if any of these valuable items are brought into school that they are clearly labelled with the child's full name.

We also recommend that money should only be sent to school for a specific requested purpose such as a bake-sale or fund-raising activity.

## Chewing Gum

Chewing gum is not allowed at the school.

## Birthdays

Please contact the homeroom teacher if you wish to bring in food such as a cake or cupcakes to be shared for your child's



birthday. Sharing should take no longer than 20 minutes and all food items should be easily served and consumed at school. Some children are highly allergic to nuts so please do not include items containing nuts or nut products.

At ISA we have smoke detectors that are highly sensitive and will react immediately to heat or smoke, therefore birthday cakes with candles are not allowed. There is a no balloons policy in school due to latex allergies and risk of choking with popped balloons. Please do not bring in balloons, either inflated or deflated.

Please do not bring treats or gifts for children to take home e.g. party bags containing treats, balloons, or small toys. If you wish to invite children to a birthday party event, unless inviting all members of the class, please mail or email invitations privately, as distribution in class could be very distressing to uninvited children.

Each Lower School student may choose a birthday book from the Head of Lower School to celebrate his or her birthday at ISA. This book is a gift from the school for each child to keep.

## **Substitute Teachers**

If your child's teacher is absent for any reason the class will be covered by the assistant or by one of our substitute teachers. Whenever possible this is someone who already knows the school, the class and your child.

## **Parental Involvement in the School**

Parental help is appreciated. Teachers may ask for volunteers for different purposes

throughout the year. These may include: sharing information about your culture through stories, activities or festivals; cooking or art activities; contributing to grade-level "pot-luck" lunches; chaperoning field trips. If you have a special talent or interest that you would be willing to share with a group of children, please let us know. It may be that your career, a particular experience or hobby could be interesting to the students.

## **Grade-level Representatives and Parent Advisory Council (PAC)**

Each year a number of parents are invited to participate on the Lower School Parent Advisory Council (PAC). In our meetings we discuss various aspects of the educational programme, areas of concern and potential developments. Eight of these parents also act as grade-level representatives. Whilst the PAC acts as a channel of communication between the school and the parents, it is not a forum for considering individual concerns. The grade level representatives attend the monthly PAC meetings, welcome new families into their grade, organise social events such as the coffee mornings for parents of their grade, liaise with the grade level coordinator and help organise any specific events for the grade such as Grade 5 graduation.

## **Visitors**

Visiting children (former students, family or friends) may join your child in class for up to one day providing this is arranged ahead of time with both the homeroom teacher and the Head of Lower School. A Request for Student Visit form is available from the Lower School Office.

# Upper School







# Upper School

The Upper School at ISA is composed of grades 6 to 12. For social events and the homeroom/advisory programme, the Upper School is divided into a Middle School (grades 6 to 8) and a High School (grades 9 to 12). For academic work, grades 6 to 10 students follow the International Baccalaureate Middle Years Programme (MYP) while grade 11 and 12 students follow the International Baccalaureate Diploma Programme (DP) or the IB Certificate Programme. All students in grades 9 to 12 earn credits towards an ISA High School diploma.

## Useful Upper School Contact Information:

Paul Sanders  
**Head of Upper School**  
 psanders@isa.nl

Jim Canavan  
**Assistant Head of Upper School**  
 jcanavan@isa.nl

Sibylle Harth  
**Assistant Head of Upper School**  
 sharth@isa.nl

Matt Lynch  
**Diploma Programme Coordinator**  
 mlynch@isa.nl

Paul Griffiths  
**Middle Years Programme Coordinator**  
 pgriffiths@isa.nl

Kathy Bader  
**School Counsellor (grades 6-8)**  
 kbader@isa.nl

| Grade Level | School Division | Academic Programme                                  |
|-------------|-----------------|---|
| 6           | Middle School   | IB Middle Years Programme                           |
| 7           |                 |   |
| 8           |                 |   |
| 9           | High School     | IB Diploma Programme<br>IB Diploma Course Programme |
| 10          |                 |   |
| 11          |                 |   |
| 12          |                 |   |
|             |                 | ISA High School Diploma                             |

Elizabeth Mohr  
**School Counsellor (grades 6-8)**  
 emohr@isa.nl

Vikki Keulers  
**School Counsellor (grades 9-10)**  
 vkeulers@isa.nl

Scott Morgan  
**School Counsellor (grades 11-12/A-K)**  
 smorgan@isa.nl

Frieda Dietrich  
**School Counsellor (grades 11-12/L-Z)**  
 fdietrich@isa.nl

Louise Duursma  
**Registrar**  
 lduursma@isa.nl

Shelly Harrison  
**Upper School Secretary**  
 sharrison@isa.nl

Patricia van Oostveen  
**Upper School Student Attendance**  
 poostveen@isa.nl

## Daily Routine

School hours are from 8:30 – 15:30 from Monday to Thursday and from 9:20 – 15:30 on Friday. The Upper School day begins promptly at 8:30 with registration during the first period on Monday to Thursday and at 9:20 on Friday. If students arrive before school hours, they are to wait in the cafeteria until 8:15 Monday to Thursday and until 9:10 Friday. Upper School Students have a 20-minute morning break and a 40-minute lunch break.

Students are expected to make their way quickly and quietly from one class to the next with minimum delay during the passing time. Upper School students should not remain on campus after school hours unless they are participating in a supervised school activity. The school takes no responsibility for their safety if they are unsupervised.

## ID Cards

ISA issues all Upper School students with an ID card, which is required to enter and exit the premises. It is also needed for photocopying and printing and can be used as a payment method when purchasing food and drinks from the school's cafeterias. Should a student lose or damage their ID card, then a replacement card will need be ordered at a cost of Euro 10. Requests and payment for new ID cards should be made at the Upper School office.

## Attendance

Contact: [usattendance@isa.nl](mailto:usattendance@isa.nl)  
020-347-1259

Upper School attendance policies and procedures are designed and enforced in a manner consistent with a school mission that values understanding, acting with integrity and compassion.

All students in grades 6 to 12 must register promptly at 8:30 (Monday- Thursday) or 9:20 (Friday) at the beginning of their first period. Students arriving late for any reason must sign-in at the Upper School Office. Students who are late to school more than four times in a quarter are required to attend an after-school detention.

If your child is going to be more than a few minutes late, is absent from school, or needs to leave school during the school day for some reason, please notify the Upper School Student Attendance Secretary. Every possible

| Monday - Thursday |               | Friday        |
|-------------------|---------------|---------------|
| 8:30 - 9:45       | period 1      | 9:20 - 10:20  |
| 9:45 - 10:05      | morning break | 10:20 - 10:40 |
| 10:05 - 11:20     | period 2      | 10:40 - 11:40 |
| 11:20 - 11:25     | passing time  | 11:40 - 11:45 |
| 11:25 - 12:35     | period 3      | 11:45 - 12:45 |
| 12:35 - 13:15     | lunch break   | 12:45 - 13:25 |
| 13:15 - 14:20     | period 4      | 13:25 - 14:25 |
| 14:20 - 14:25     | passing time  | 14:25 - 14:30 |
| 14:25 - 15:30     | period 5      | 14:30 - 15:30 |

# Schedule

# Upper School

support will be given to students who are ill or absent due to an unavoidable family emergency, but absences due to extended vacations or early departures at holiday times are strongly discouraged.

Students leaving school for appointments before 15:30 must sign out in the Upper School Office. If the Upper School Student Attendance Secretary has been notified by note, email, or telephone that the student has permission from his/her parents/guardians to leave, he/she will be given an exit pass to show to the security guard at the gate. Students in grades 6-11 may not leave the campus during the school day without permission from a parent.

Students at risk of missing more than 20 school days in a single academic year will meet with a review panel—typically consisting of the appropriate Assistant Head of Upper School, the Homeroom teacher/Advisor, the appropriate counsellor, and Grade Level Coordinator—in order to determine a suitable course of preventive action. Class credit and promotion to the next grade level may be jeopardised if a student misses more than 20 school days in a school year.

## Academic Programmes

### IB MYP

Students in grades 6 to 10 follow the International Baccalaureate Middle Years Programme (IBMYP). The curriculum is specially designed for the unique needs of students aged 11 to 16 at a time when they need to develop good learning habits, self-confidence and a thorough understanding of their academic subjects. This student-centred educational approach

both embraces and transcends traditional school subjects by helping students see the connections between the academic disciplines.

Students follow courses in the eight main disciplines of Language A (English or mother tongue), Language Acquisition (foreign language: Dutch, French, Spanish, Mandarin or English as an Additional Language), Mathematics, Science, Individuals and Societies, Design, the Arts (visual art, music, drama and media) and Physical and Health Education. All grade 10 students complete a long-term “Personal Project” as one of the final steps towards earning the ISA Middle Years Programme Certificate.

ISA issues a certificate of MYP completion to each student who satisfies the following conditions:

- Have participated in the programme for at least one year. This means that the student must have taken and completed courses in all eight subject groups e.g. Arts, Language A, Language Acquisition, Design, Individuals and Societies, Mathematics, Science and Physical Health and Education
- Have earned at least a grade 3 for the Personal Project
- Have met the expectations of Community and Service to the satisfaction of the school

### ISA High School Diploma Requirements

All ISA students in grades 9-12 work toward completing the ISA High School



Diploma. Because individual students' future goals and approaches to learning vary, it is important to meet with the relevant counsellor(s) to ensure the right fit of courses.

In order to be awarded an ISA High School Diploma, students must have earned a minimum of 25 grade 9-12 course credits including:

- 4 units in English
- 3 units in Individuals and Societies
- 3 units in Science (recommended 4)
- 3 units in Mathematics (recommended 4)
- 2 units in the same Foreign Language
- 2 units in the Arts
- 3 credits in Physical & Health Education (at ISA, PHE is a full credit course in grades 9 and 10; it is a 0.5 credit course in grades 11 and 12)
- 5 additional units of the student's choice

...and have satisfactorily completed the requirements of Creativity, Activity & Service (CAS) in grades 11 and 12.

**Important notes:**

Credits are awarded upon the successful completion of a course with satisfactory attendance and a grade of 3 or higher. In exceptional situations, students who may be expected to complete additional coursework in a particular subject area in order to gain admission to a specific area of university study (e.g., three sciences for pre-med), may be exempted from a course in Individuals and Societies during grades 11 and 12. These exemptions must be approved by the Head of Upper School based on the recommendations of the relevant counsellor and the IB Diploma Programme Coordinator.

Students who have not completed all graduation requirements by the end of their grade 12 year, may, on the judgment of the administration, be awarded a Certificate of Attendance in place of the ISA High School Diploma.

**International Baccalaureate Diploma Programme (IBDP)**

The IB Diploma Programme is a rigorous course of study taken by students in grades 11 and 12 and is designed as a college/university preparatory programme. Each student's schedule is individually decided in the spring of grade 10 after consultation with the student, parents, counsellor, Head of the Upper School and teachers of each subject. The schedule takes into account previous studies, interests and aptitudes. Selections of courses (Higher or Standard Level) are made with a view to meeting requirements for ISA graduation, participation in the IB programme and university entrance, or other educational plans for the future.

The IB Diploma serves as an entrance qualification for most universities and colleges throughout the world. A more detailed description of the IB courses, Diploma and Diploma Course information is available on the school website.

The school makes every effort to ensure that a variety of pathways through the IB Diploma Programme are available for students in grades 11 and 12. However, it is important to recognise that not every combination of courses can be available for all students. Fortunately, we are able to design a schedule that allows students to take our most popular, and most practical, combination of courses.

# Upper School

## International Baccalaureate Diploma Course Programme (IBCP)

Students who elect not to follow the full IB Diploma Programme are able to choose from among the school's IB Course offerings to build a challenging academic programme through the IB Diploma Course Programme. These students are considered IB Diploma Course Candidates.

## ISA Course Exemption Policy

We believe that maintaining a broad and holistic educational framework is essential for students' wellbeing. All courses in our programme are, therefore, considered important components of the ISA student programme. In some rare instances, however, we recognise that students may benefit from focusing their learning upon more specific areas of study. In such instances a request may be made for an exemption.

The school will only consider offering exemptions within its ISA IB Programme if the following are true:

- The student is participating in a related activity at an unusually high level that requires at least fifteen hours of dedicated time per week. For example, a student athlete competing in national and/or international level competitions might be considered for an exemption from Physical and Health Education requirements.
- The student has aspirations to continue to pursue his or her activity after graduation from ISA at the professional, collegiate, or prominent amateur level.

Requests for exemptions from ISA courses are evaluated by the Head of Upper School and the relevant Heads of Depart-

ments; the Head of Upper School makes final judgments of requests for exemptions. In the rare instances when exemptions are approved, the Head of School, Assistant Head of School, or counsellor will typically discuss requests directly with students, parents, and, on occasion, outside mentors to collaboratively determine the most appropriate, beneficial approach for an individual student.

It is our school expectation that any student who is granted an exemption from an ISA course must regularly complete a goal setting and reflection task that enables them to connect their activity to their IB learning.

## Predicted Grades for IB DP Courses

Somewhat confusingly, the term "predicted grades" is used to refer to two different numerical grades delivered at two different times for two different purposes. As such, some clarification can help to ensure that teachers, students, parents, and counsellors share common understandings. When using the term "predicted grades," we should be careful to define whether we mean University Predicted Grades or IB Predicted Grades.

## University Predicted Grades

Collected by ISA's Counselling Department in the fall, these marks are sent to colleges and universities as a part of students' applications. They are collected at least six months before students take their Diploma Programme (DP) exams, so, while teachers aspire for accuracy in determining university predictions, they also recognise that these predictions cannot be made with certitude. As such, teachers provide re-

alistically optimistic predictions based on student performance on ISA coursework and DP assessments, their own experience, and the expectation that students will maintain a high level of commitment to their academic programme. In order to allow students to make informed decisions in the university application process, the ISA Counselling Department shares University Predicted Grades for each Diploma course with grade 12 students.

### **IB Predicted Grades**

Collected by the DP Coordinator in the spring and submitted to the IB, these marks are largely for IB and ISA purposes. Because they come later in the programme, after students have completed internal assessment and other assignments, these predictions are more informed and can often be made with a bit more confidence than university predicted grades. They are often a bit more conservative than University Predicted Grades. They are not, however, reported to universities, nor are they shared with students prior to DP exams. The IB uses these predictions for the purposes of moderation; ISA uses them to ensure that our practices and evaluations of students are consistent with IB standards.

ISA teachers take seriously the tasks of monitoring student progress and reporting data accurately. Although these predictions have different purposes, they are both made with thoughtful, deliberate professionalism.

We understand that, because of the high stress nature of university application processes, some students and parents might feel compelled to request that teachers make higher predictions than they oth-

erwise would. We acknowledge this impulse, but we insist that both students and parents avoid the practice of requesting higher predictions from teachers. We ask that students and parents recognise that predicted grades are not negotiable for one simple reason: students are not well served by receiving inflated predictions. In fact, students whose predictions are inflated are disadvantaged significantly in the university application process.

Rather than asking teachers to make higher predictions, students might instead ask teachers a simple question: what might I do to earn a grade higher than the one you are predicting? ISA teachers welcome conversations about student learning and student progress, but debates and discussions about University Predicted Grades are generally counterproductive.

### **Class Size**

We make every effort to ensure that the sizes of Upper School classes are conducive to fostering a healthy, successful learning environment. The minimum class size for courses in grades 6 to 12 is 8 students. The maximum number of students permitted in a class is 25, although all efforts are made to stay below that figure.

### **Study Periods and Senior Privileges**

Students who have free periods in their schedules are expected to use this time for study. Students should work in the library or in the student common area. It is permissible to go to the cafeteria for a drink and snack (provided this is not during Lower School lunch time) and to chat socially. Students who obtain grades that indicate they are not fulfilling their potential will lose

# Upper School

this privilege and may be scheduled into study hall during their study periods.

Grade 12 students are allowed off campus during the lunch break and are also allowed to leave the school when they do not have classes. Students must always register their movements on the sign-out sheet in the Upper School Office.

From the spring semester, grade 11 students who distinguish themselves through high academic grades (5.5 or higher), or through exceptional effort, may earn grade 12 (senior) privileges at the discretion of the Upper School Head.

## Homework

Homework is seen as an integral part of the programme and the amounts will vary according to the level of skill, command of English and personal work rate. Students in grades 6, 7 and 8 should expect no more than 40 – 60 minutes per subject per week. It would be reasonable to expect that students could spend between 60–120 minutes completing homework each evening. Students in grades 9 and 10 should expect no more than 60–90 minutes per subject per week. It would be reasonable to expect that students will spend between 90–150 minutes completing homework each evening.

## Guidelines for submission and assessment of late work

ISA students are encouraged to take ownership of their learning, to learn how to learn, and to implement approaches to learning that support their educational process. As such, students are expected to complete assignments on time; even more importantly, they are expected to communi-

cate with their teachers if they ever have difficulty meeting a deadline.

Any student request for an extension should be made within a respectable time frame prior to a deadline for completion. This timeframe will depend on the nature and length of the assignment. The decision as to whether to honour a request for an extension is left to individual teachers, but it is always expected that a valid reason for requiring such an extension is communicated.

Consistent with IB practices and the pedagogical philosophies of the school, work submitted late does not typically receive a grade of '0'. A '0' level is awarded only if submitted work has not reached IB criterion band 1-2. Instead of a grade of '0,' students who do not complete assignments on time receive an 'incomplete' for un-submitted tasks. When a student fails to complete a task, he or she may be required to attend an after-school detention to complete enough of the assignment to allow for a reasonable assessment of student achievement. This detention period must, therefore, be used for working on the missing assignment, and the student's work must be submitted at the end of the period. The teacher will assess what is submitted after the detention.

## Student Agenda

All students in grades 6-12 are strongly encouraged to use the student agenda issued by the school as a means of monitoring homework assignments, balancing workloads and planning long-term assignments. Homework and assessment guidelines are explained in greater detail in the school's published Assessment policy.

## Assessment

The purpose of assessment is to promote continuous improvement based on information gathered about student learning.

At ISA assessment will:

- Recognise influence on the student's self-esteem and motivation.
- Actively involve students in learning.
- Ensure opportunities for students to self-assess.
- Provide effective feedback to students.
- Be used for purposeful reflection on instructional practice and planning.
- Be varied and appropriate.
- Be used to communicate information about student learning.

Teachers set various assignments, projects, tests and quizzes in order to assess students' progress. These are used to assist in awarding grades for the reports. Students in grades 9-11 will also take final exams in a number of subjects. These are set by the teachers and take place in June. Final exams for grade 12 IB Diploma and Course candidates take place in May. These exams are set and marked by the International Baccalaureate organisation.

## Reports and Updates

Reports are issued at the end of each semester; updates are issued at the end of each quarter. They can be accessed in the Veracross Parent Portal.

## Description of Report Grades

ISA students are marked on the same scale used by the IB Diploma Programme. On this scale, students receive a mark from 1-7, with 7 being the highest mark. The grade descriptors that illustrate the ISA 1-7 grade scale are stated below. They

should be considered as broad descriptions: simpler, more generalised statements about the skills and knowledge mastered by the student. Assessment in all subject areas requires a criterion-related approach that places an emphasis on measuring student achievement against well-defined standards of performance as opposed to reporting a student's score in comparison to his/her peers.

The **Grade 7** is a mark of distinction, reserved for students who consistently produce outstanding work.

The **Grade 6** represents a highly commendable level of achievement.

The **Grade 5** represents a good level of achievement.

The **Grade 4** represents a satisfactory level of achievement.

The **Grade 3** is a minimal passing grade for ISA course credit, although it does not satisfy IB Diploma requirements in itself.

The **Grade 2** represents a very limited level of achievement. It is a failing grade.

The **Grade 1** represents minimal achievement. It is a failing grade.

The following marks may appear on the reports instead of the above number marks:

An **L grade** indicates that the student is presently studying English as an Additional Language at elementary or intermediate level. Assignments and evaluation have been modified. When the student's English proficiency enables him/her to work at

# Upper School

grade level, the L grade is no longer used.

**NG** (No grade given) is used when a student has not been in the class long enough for a grade to be awarded.

**M** (Medical) is used when a student has been absent due to a certified medical condition for a prolonged period of time, and has not been assessed sufficiently within a semester to provide a report grade. The decision to award an M grade is at the discretion of the Head of Upper School.

**INC** (Incomplete) indicates that the student has not completed all major assignments and the teacher does not have enough data to calculate the semester mark. If this is due to a poor approach to learning this grade will normally be changed to a “1” unless outstanding assignments are handed in within two weeks.

## Parent-Teacher Conferences

Formal parent-teacher conferences are scheduled midway through each semester. Parents are also urged to contact the subject teachers if they are concerned about their child’s progress in learning and want to meet at another time.

## Transcripts - Record of Grades and Credits

Official High School transcripts detailing academic performance in grades 9 - 12 are kept for each student. Final marks and the proper credit for each course are added to the transcript upon completion of each school year. No credit is given for a mark of 1 or 2 (see above for mark descriptions). Transcripts are prepared by the Registrar in the Upper School Counselling Office.

Official Middle School transcripts detailing academic performance in grades 6 - 8 are kept for each student. Semester grades are added to the transcript after each semester. Transcripts are prepared by the Registrar in the Upper School Counselling Office.

When students are applying to other schools or summer programmes, they are requested to speak with the Registrar two weeks in advance of when the documents need to be sent.

## Upper School Student Support

The Upper School Student Support department, including counsellors and learning support teachers, work with parents, teachers, and students to provide coordinated services and support for students.

### Counselling

The Upper School Counselling department includes two counsellors for grades 6 through 8; a counsellor for grades 9 and 10; and two counsellors for grades 11 to 12.

Counsellors provide personal/social, transition, academic, and career counselling to assist with the well-being of all students. Counsellors may work with individual students, small groups, and through the ISA Homeroom and Advisory programmes to provide developmentally appropriate prevention and intervention services. Consultation and collaboration with parents and teachers are also provided.

Outside agency resource information for families including private psychologists for counselling and educational evaluations may be requested through the Counselling department.



Students also receive assistance with post-secondary planning including applying to institutions of higher education and gap-year experiences. Information is provided through group sessions and in individual meetings with students and parents. Reference materials and information regarding worldwide university entrance requirements and procedures are available in the Counselling office.

ISA has a positive, transparent relationship with many universities around the world. For these trusting relationships to continue, students must agree to maintain honesty throughout the university application process. Counsellors and ISA are obliged to inform colleges and universities about any serious infractions of school rules. ISA recommendation letters for universities and other programs are confidential.

University representatives visit ISA to meet with parents and students throughout the year. Several college fairs are also held at ISA and throughout The Netherlands. Information on visits and fairs are posted on the Veracross calendar and on Naviance, an online college admissions system.

Testing information and academic advising sessions are also part of the counselling process. It is important to discuss the testing requirements of the universities to which students are applying to determine the most appropriate tests and the best time to take these tests.

The PSAT (Preliminary Scholastic Aptitude Test), SAT (Scholastic Aptitude Test), and SAT Subject Area tests are administered at ISA. Twice a year SAT preparation courses are offered to interested students

by an outside agency provided the minimum number of students have enrolled. The cost of the testing and/or preparation course is to be met by the families.

The ACT (American College Test) is administered at the American School of The Hague.

In the fall of the year, the PSAT is offered to students in grades 10 and 11 with parents responsible for the PSAT costs.

Grade 10 students participate in InterQuest, a career interest and aptitude survey that assists students in choosing their grades 11-12 subjects. ISA pays for InterQuest which includes a group feedback session for parents and students. Personal interviews may be scheduled with the representative at an additional cost.

Grade 11 students may participate in Centigrade, an interest-based survey that matches students' interests and abilities with higher education programmes in the UK, Ireland and English-taught undergraduate courses in Europe.

The TOEFL (Test of English as a Foreign Language) may be required by some US and Japanese universities. Testing is done at external sites in the Amsterdam area.

The IELTS (International English Language Testing System) exam may be required by UK universities for students whose first language is not English. These are given at the British Council of Amsterdam.

### **Learning Support**

Learning Support teachers work with students, faculty, and parents to support

# Upper School

students with diagnosed learning needs. An Individualized Learning Plan (ILP) is developed for students with documented learning needs to outline the student's strengths, challenges, classroom strategies, and accommodations. Academic support may be provided to students through a variety of methods including Learning Support class, monitoring of academic needs and progress, support within classes, and/or accommodations in the classroom and for assessments.

External testing to identify educational needs is privately funded by parents/guardians. Evaluations to update a student's educational needs are generally required every three years or as requested by ISA to continue receiving Learning Support services, accommodations, and/or external testing accommodations.

Assistance is available with applications for possible external testing accommodations such as for College Board, ACT, and the IBO assessments.

Confidential records including Individual Learning Plans and psychoeducational testing reports may only be released to other schools or agencies with parental/guardian permission.

## English as an Additional Language (EAL)

Special English as an Additional Language (EAL) classes are provided in grades 6 to 10 for students whose mother tongue language is not English. The aim of the EAL programme is to provide students with language skills (listening, speaking, reading, writing, viewing and presenting), learning strategies and support that will enable

them to integrate successfully, socially and academically, into ISA.

EAL students are tested on intake and given varying levels of support depending on whether they are at Elementary, Intermediate or Transition level. Elementary and Intermediate students may progress to the next level of EAL at the end of a semester and Transition students may exit the programme at the end of a school year.

### Elementary (grades 6-9)

Elementary EAL students receive English language instruction and mainstream subject support while their classmates are in a second foreign language course. They receive in-class EAL support for Science and Individuals and Societies. All other subjects are taken with their classmates and for these, subject-specific support is also offered by EAL teachers where appropriate during EAL lessons. In addition to this, Elementary EAL students attend Adapted English classes organised by the EAL department. As their emerging English skills make it difficult for Elementary students to complete assignments at a peer competitive level, Elementary EAL students often receive either adapted assignments or adapted assessment. This is shown by use of the L (Language) grade. For a summative assignment or semester grade, Elementary students may receive an L grade alone or an L with a number grade (e.g. 4L, 5L, etc.) for any subject other than EAL or Adapted English.

### Intermediate (grades 6-10)

Intermediate EAL students receive English language instruction and mainstream subject support while their classmates are in a second foreign language course.

In addition to this, Intermediate students may attend Adapted English classes until their language skills are sufficiently developed for them to enter the mainstream English A classes. All other subjects are taken with their classmates and for these, subject-specific support is also offered by EAL teachers where appropriate during EAL lessons. As their English skills sometimes make it difficult for Intermediate EAL students to complete assignments at a peer competitive level, Intermediate EAL students often receive either adapted assignments or adapted assessment. This is shown by use of the L (Language) grade. For a summative assignment or semester grade, Intermediate students may receive an L with a number grade (e.g. 4L, 5L, etc.) for any subject other than EAL or Adapted English.

### Transition (grades 6-10)

Transition EAL students receive English language instruction as well as some level of mainstream support to enable them to work with their classmates at a peer competitive level. In addition to this, grade 10 Transition students may also attend Adapted English classes. As their English skills should be at a level where they are more or less able to achieve academic success without EAL support, Transition EAL students are required to complete assignments at a peer competitive level and may not receive the 'L' grade. The aim for these students is for them to achieve 'Independent Learner' status and exit the EAL programme by the end of the academic year.

### Rights and Responsibilities

The section that follows serves as a guide for students in grades 6 - 12 and as information for all parents.

It is expected that all members of the International School of Amsterdam community will demonstrate values that include respect, responsibility and honesty. We also hope that all will strive to embrace a positive attitude and attempt to recognise and appreciate the learning experience. This expectation is based on the common understanding that students, teachers and parents have rights in the educational community.

### Rights...

- Students have the right to learn in a positive, nurturing and protective environment.
- Teachers have the right to teach in a positive, nurturing and protective environment.
- Parents have the right to be informed of their child's progress.

In order to strive for the environment referred to above, all members of the community should endeavour to demonstrate the following:

### Respect...

- **Respect for others** – this includes listening when others are speaking, leaving others' possessions alone, giving encouragement and positive comments, avoiding "put-downs", using appropriate language and actively welcoming students to the school.
- **Respect for learning** – this includes coming prepared with materials and homework for class, refraining from disruptive action, participating fully in activities and encouraging each other's efforts.

# Upper School

- **Respect for the environment and the community** – this includes depositing litter in appropriate bins, leaving a place cleaner than it was found, using resources carefully and being aware of other community members' feelings and safety.
- **Respect for leadership** – this includes participating in groups as a leader and as a follower as appropriate, listening to the opinions and ideas of others and showing attentive behaviour in assemblies and performances.
- **Respect for oneself** – this includes refraining from the abuse of chemical and alcoholic substances, practicing appropriate hygiene, eating and drinking healthy foods and drinks, getting enough sleep and taking proper care of one's possessions and work.
- **Respect for our international community** – this includes appreciating our cultural diversity, actively striving to learn about our different cultural values and norms and realising that the behaviours of any one culture should not set the standard for the school.

## Responsibility...

- **Responsibility for one's own actions** – this includes being respectful in one's interactions with adults and peers, using respectful language and gestures and being respectful of each other's physical space.
- **Responsibility for one's own belongings** – this includes locking all valuables in lockers and keeping school materials organised and up to date.

- **Responsibility for one's own duties** – this includes striving to reach one's personal potential and being actively involved in the school, local and global communities.

## Honesty...

- **Academic Honesty** – this includes avoiding plagiarism, learning to cite sources and to paraphrase, using IT resources appropriately, and always making sure that work submitted is one's own.
- **Personal Honesty** – this includes striving to always be honest in communications and actions with other students and teachers.

## Positive Attitude...

- **Cooperation** – this includes working positively as an individual in group work, class work and as a team member.
- **Supporting others** – this includes giving positive and supportive comments and helping others in the learning process.

## Understanding and Appreciating Learning

- **Striving for continuous improvement** – this includes appreciating that learning is a lifelong process and that an international education is a preparation to becoming an enlightened world citizen.

## Examples of Exemplary Behaviours

- Being a positive role model and leader.
- Giving others genuinely positive and supportive compliments.
- Going out of one's way to help others without being asked.
- Being active in community service activities.

- Striving to promote intercultural understanding.

### Examples of Expected Behaviours

- Supporting others.
- Cooperating when asked.
- Helping when needed.
- Dressing in an appropriate manner.
- Being on time for school and classes.
- Showing tolerance, empathy and respect for others.

### Basic Upper School Rules

- The use or possession of drugs or alcohol at school or any school activity on or off campus is strictly prohibited (please refer to the Drug Free Campus Policy in the All School section).
- No students may smoke within the school or in the immediate vicinity of the school. (“Vicinity” includes Sportlaan, the tram stop and the road leading to the housing estate opposite the school.)
- Attendance at all scheduled classes is mandatory. Unexcused absences are not acceptable. The school will assume no responsibility for work missed or the loss of credit or reduction in grades that may result.
- Lateness is regarded as a discourtesy to the teacher and repeated lateness as a serious breach of behaviour. Lateness to school is only excused when a parent confirms a legitimate reason by email or telephone.
- Cheating and plagiarism are serious breaches of school conduct and will result in disciplinary action.

- Theft, lying, bullying, fighting, graffiti, destruction or vandalism of individual or communal property and other similar anti-social activities are regarded as very serious matters. Weapons or instruments designed to do bodily harm are not permitted under any circumstances.
- Disrespectful, abusive, rude or excessively rowdy behaviour that offends a teacher, staff member or fellow student will not be tolerated, either in the classroom or in hallways.
- Food and drink are not allowed outside the cafeteria. Chewing gum is not permitted.
- Students in grades 6-10 are not allowed to leave the campus during school hours under any circumstances without specific permission given by the Upper School Office.

### Dress Guidelines

As a school community, ISA establishes guidelines including how to dress appropriately for school. Personal appearance makes an important contribution to creating an optimal learning environment. Therefore, some types of clothing that may otherwise be suitable for recreational wear may not be suitable for school. Additionally, the school has a responsibility to ensure that clothing choices reflect inter-cultural respect and sensitivity and do not violate health and/or safety regulations.

Inappropriate dress includes:

- Clothing which allows underwear to be seen.

# Upper School

- Clothing which is excessively revealing, e.g. some shorts and skirts, strapless tops, spaghetti straps, halter tops, midriff tops, etc.
- Clothing bearing words, graphics or images which are deemed offensive or insensitive, or which depict alcohol, drugs, tobacco products, profanity or sexual innuendo.
- Caps, hoods or other headwear, unless required for medical, cultural or religious reasons.
- Clothing, shoes or jewellery, which violate acceptable safety standards.

Special requirements for clothing will apply in some classes, e.g. science labs, technology classrooms and gyms; these will be clearly specified by the teaching staff.

A staff member will inform students if they fail to follow the guidelines. Additionally, the administration retains the right to determine when personal appearance and dress style do not meet school standards. In this case a student may be asked to return home to change, or to arrange for suitable clothing to be brought to school.

## Technology

As part of ISA's one-to-one laptop programme, Upper School students must have their own laptop for classes. If a student's laptop is experiencing technical difficulties or has been forgotten at home, a "loaner" laptop may be checked out from the school's IT Station. All loaned laptops must be returned to the IT Station at the end of the school day. If this is not done in a timely manner, the student will be

contacted by the IT department and their student email account may be suspended.

## Discipline

Students at ISA are expected to uphold high standards of behaviour at all times. The school community will seek to preserve the atmosphere that makes it special. Anti-social behaviour cannot and will not be tolerated. A range of sanctions exist in the event that expectations are not met. A student should be clear about the steps in the behaviour process and this information should reinforce the student's ownership of his/her behaviour.

## Level One Behaviours

These are behaviours that are dealt with by the classroom teacher through the use of 'minimal' interactions aimed at refocusing the student back on task. This stage is about keeping the level of interaction to a minimum, focusing on the 'primary' behaviour and immediate resolution. Strategies include: rule reminders, positive directions and refocusing students. These behaviours are not to be referred back to the student's Homeroom/Advisory teacher. They can be discussed if ideas need to be shared or support is needed, but they should be dealt with by the teacher.

## Level Two Behaviours

These behaviours are moderately serious behaviour concerns or repeated minor misbehaviour. It is expected that the classroom teacher should take immediate action to deal with such behaviours, but that the Homeroom/Advisory teacher would also be notified. The Homeroom/Advisory teacher should initiate a follow up with the student involved in consultation with the Grade



Level Coordinator.

### **Examples of unacceptable behaviours requiring a Level One or Level Two Response**

- Eating food in the hallways.
- Chewing gum.
- Running in the hallways.
- Leaving possessions lying around.
- Writing on a desk.
- Playing ball in the school building.
- Late for class.
- Using a mobile phone (without permission) in the classroom.
- Offensive behaviour.
- Inappropriate use of email.
- Using inappropriate language.
- Disruption in the classroom.
- Copying someone's homework / plagiarism (i.e. within the Middle School).
- Inappropriate public displays of affection i.e. kissing on the lips.
- Name calling and 'put-downs'.

### **Level Three Behaviours**

These behaviours are viewed as serious breaches of the Upper School rules or repeated behaviours that have required a Level Two response. Immediate action will be taken to deal with such behaviours where possible, and the matter should be referred to the Assistant Head or the Head of School. Parents will be informed regarding the behaviour and notified of any course of action followed by the school.

### **Examples of unacceptable behaviours requiring a Level Three Response**

- Deliberately defacing property or displays, including websites and electronic documents.

- Plagiarism (i.e. within the High School).
- Physically touching someone in an inappropriate manner.
- Dishonesty.
- Non-attendance of school or classes without permission.
- Smoking, drinking or possession of unauthorised substances (see 'drug policy' information below).
- Bullying, including cyber-bullying.
- Offensive behaviour.
- Being in the room of the opposite sex after hours while on a school trip.
- Theft or extreme vandalism.
- Possession of any dangerous items with intent to cause harm or damage.
- Harassment based on nationality, race, religion, gender or sexual orientation.

Suspension from school is given for very serious offences or persistent neglect of these school standards. The period of suspension is variable. Three suspensions within a student's career at ISA are grounds for expulsion. Expulsion will be proposed by the Director, for ratification by the Board of Governors, for the most serious offences such as the possession or use of illegal drugs on campus or repeated infractions of school regulations. Expulsion forms part of the permanent record of the dismissed student.









# Calendar 2016-2017

S M T W T F S

08  
August

|    |    |    |    |    |    |    |
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|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

Aug. 19  
Aug. 22  
Aug. 24  
Aug. 25

Upper School New Student Assessments  
Upper School New Student Orientation  
Lower School New Student Orientation  
First Day of Classes  
(Half days to start for PS, PK & K, staggered start for NS)  
Pre-School Back to School Morning

Aug. 30

09  
September

|    |    |    |    |    |    |    |
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |    |

Sept. 1  
Sept. 2  
Sept. 6  
Sept. 7 - 9

Nursery Back to School Morning  
Pre-Kindergarten Back to School Afternoon  
Lower School Back to School Night (K - Grade 2)  
Grade 6 - 10 Grade Level trips  
Special Programme Days Grade 11 & 12  
Lower School Back to School Night (Grade 3 - 5)  
Upper School Back to School Night

Sept. 8  
Sept. 22

10  
October

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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

Oct. 6

Lower School Parent Conferences (no classes)

Oct. 15 - 23  
Oct. 28

October Break  
End of First Quarter

11  
November

|    |    |    |    |    |    |    |   |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |   |
| 27 | 28 | 29 | 30 |    |    |    |   |

Nov. 18  
Nov. 24 - 25

In-Service Day - no school for students  
Upper School Parent Conferences (no classes)

12  
December

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Dec. 17 - Jan. 9

Winter Break

01  
January

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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |  |
| 29 | 30 | 31 |    |    |    |    |  |

Jan. 9  
Jan. 19  
Jan. 20

In-Service Day - no school for students  
End of First Semester  
In-Service Day - no school for students

02  
February

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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |   |
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Feb. 18 - 26

Crocus Break

03  
March

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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |   |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |   |
| 26 | 27 | 28 | 29 | 30 | 31 |    |   |

Mar. 24 & 27  
Mar. 24

Lower School Conferences (no classes)  
End of Third Quarter

04  
April

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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |  |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |  |
| 30 |    |    |    |    |    |    |  |

Apr. 12  
Apr. 13  
Apr. 14-23  
Apr. 27

Middle School Student-Led Conferences (no classes)  
Upper School Parent Conferences (no classes)  
Spring Break  
National Holiday

05  
May

|    |    |    |    |    |    |    |   |
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |   |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |   |
| 28 | 29 | 30 | 31 |    |    |    |   |

May 24  
May 25 & 26

In-Service Day - no school for students  
National Holiday & School Holiday

06  
June

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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |   |   |
| 25 | 26 | 27 | 28 | 29 | 30 |    |   |   |

June 3  
June 5  
June 22  
June 23 - Aug. 23

Graduation (Tentative )  
National Holiday  
Last Day of School (students finish at 13:00)  
Summer Break