

School Handbook

2019-2020



The International
School of
Amsterdam

Welcome



Our Mission

To educate for international understanding

Our Vision

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

To educate for international understanding

International understanding is developed through the fostering of an open, culturally-sensitive mindset throughout the community—in students, faculty, staff, parents, administration and board members—which develops the inclination and confidence to reach out and learn about the other. It involves developing a deep awareness of oneself and others, within the context of our global community and our environment.

Learners develop an understanding of learning, unlearning and relearning. They explore the complexity of issues within our world, making connections within and across disciplines. They are inspired to take positive action to help solve local and global problems, for the guardianship of our planet for future generations.

Being an IB continuum school, we endorse the IB's perspective of international-mindedness. We value and promote the dispositions of the IB learner profile across the school community, in children and adults. We believe that these characteristics are embodied in an internationally-minded, responsible global citizen.

Our Beliefs

At ISA we believe in developing:

Minds

- Inquiry and reflection
- Critical and creative thinking
- Curiosity and open-mindedness
- Professional development

Character

- Integrity and compassion
- Respect and collaboration
- Choices and risks
- Balanced lives

Communities

- Unity in diversity
- Sustainable futures
- Strong connections
- Empathy

Contents

All School

The Learner Profile	6	Activities & Events	32
General Information	7	Booking an Event	32
School Opening Hours	7	After School Activities	32
Our Curriculum	8	Athletics	32
Administration and Governance	9	Extracurricular Sports	33
Parent Advisory Council	10	The Fine Arts	33
Parent Teacher Association	10	Sinterklaas in The Netherlands	33
Starting School	12	School-Sponsored Trips	34
Payment Policy	12	ISA Insurance: Student Insurance	
Change of Contact Details	12	Coverage	34
Attendance	12	Student Councils	35
Class Material	13	Student Dances and other Social	
Security and Access ID Cards	13	Occasions	35
Contacting Students	15	Health & Safety	35
Food Services	15	Child Safeguarding and Protection	35
Communication Channels	16	Principles and Beliefs	36
Publishing Student Work	16	Nurse's Office	36
Passwords & Privacy	16	Emergency Contact Details	39
Technology at ISA	18	School Services	39
Rights & Responsibilities	18	Libraries	39
Community Rights & Responsibilities	19	Lost and Found	40
Rights of the Student	19	Bus Services	40
Students & Behaviour	20	Parking	40
Partnerships & Communication	22	Bicycles and Scooters	43
Academic Policies	24	Use of Private Vehicles	44
Language Policy	24	End of Year	44
Academic Honesty Policy	27	Withdrawals	44
Assessment Policy	30	ISA Alumni Community	45
Inclusion Policy	31		

Lower School

Contact Information	48
Daily Routine	48
After-school Activities	52
After-school Supervision	52
Class Placement	53
Lower School Curriculum	53
Information and Communication	
Technology (IT)	55
Languages	56
Student Support & Counselling	56
Settling-In and Student-Led	
Conferences	57
Communication Between Parents and Teachers	58
Equipment and Supplies	58
Home Learning	58
Assemblies	60
Class Buddies	60
Field Trips and Special Events	60
Students Taking Action	61
Dress Requirements	63
Personal Property	63
Birthdays	64
Substitute Teachers	64
Parental Involvement in the School	65
School Visitors	65

Upper School

Contact Information	68
Daily Routine	69
Attendance	69
Upper School Curriculum	70
Predicted Grades: University and IB	72
Class Size	73
Study Periods and Senior Privileges	73
Homework	74
Student Agenda	74
Assessment	74
Reports and Updates	75
Transcripts - Record of Grades and Credits	76
Counselling	76
Learning Support	77
English as an Additional Language	78
Information and Communication	
Technology (IT)	79
Rights and Responsibilities	79
Basic Upper School Rules	81

All School





All School

The Learner Profile

Our aim is to nurture globally-minded citizens who are:

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned ethical decisions.

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Principled

We 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.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and on the world around us.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve wellbeing for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The International School of Amsterdam reflects the diversity of the community it serves. Students from more than 60 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

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

How to get to ISA

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

Website

www.isa.nl

Parent Portal

portals.veracross.eu/isa

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.

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.**
- **Upper School students who are not involved in an activity should not remain on campus after 15:45.**
- **Upper School students who remain on campus due to late starting activities are expected to wait in the cafeteria or George Jr's.**

Access to the hallways, classrooms, libraries, playgrounds, sports fields or gyms 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.**

All School

Our Curriculum

The ISA curriculum is firmly grounded on the principles of the International Baccalaureate (IB) programmes—the Primary Years (PYP/ages 3-11), the Middle Years (MYP/ages 11-16) and the Diploma Programme (IBDP/ages 16-18), allowing our students to benefit from a continuum of education from preschool through high school, while also offering flexibility to best reflect the particular needs of our internationally-mobile students. In addition, ISA offers a Nursery programme (ages 2-3) for our youngest learners.

Further information about our curriculum can be found in each school division's respective section of this handbook.

ISA's definition of learning

Learning is an active, complex, cultural, and social process of engaging with and reflecting on ideas, experiences and feelings to construct new, redefine or deepen existing understanding as well as demonstrating growth in personal skills and qualities.

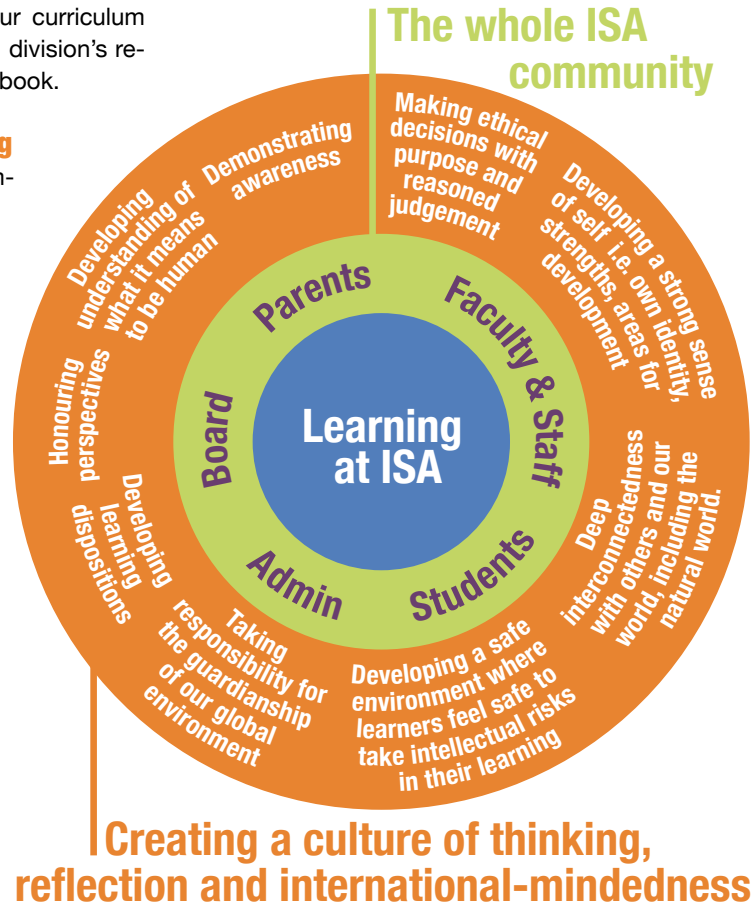
Approaches to learning

Learning how to learn, and reflect on what has been learned, is fundamental to the learning process across all age groups. Learners are empowered to become self-regulated, autonomous inquirers with the capacity to establish

their own goals, pursue their aspirations and have the determination and resilience to achieve them. These skills support the development of learner agency, encouraging engagement in and understanding of learning as a dynamic process.

There are five categories of skills which span the IB continuum:

- Communication skills
- Research skills
- Self-management skills
- Social skills
- Thinking skills



Administration and Governance

The International School of Amsterdam is managed by a team of experienced and diverse administrators, led by the school director and supported by an assistant director for teaching and learning, a head and two assistant heads of Upper School (Diploma and MYP) and a head and two assistant heads of Lower School (PYP and Early Childhood). On a broader organisational level, the director is also supported by a cabinet of administrative managers responsible for ensuring the school's success in areas such as Admissions and Advancement, Operations and Educational Technology.

ISA Administration

Director

Dr. Bernadette Carmody

Associate Director for Teaching and Learning

Ms. Sarah Grace

Head of Lower School

Ms. Susan Loban

Head of Upper School

Mr. Matt Sipple

Assistant Head of Lower School

Ms. Carolyn Lacey

Assistant Head of Lower School

Ms. Victoria Watson

Assistant Head of Upper School

Mr. Jim Canavan

Assistant Head of Upper School

Ms. Sibylle Harth

Admissions and Advancement Director

Ms. Julia True

Operations Manager

Mr. Rob Boos

Director of Educational Technology

Mr. Michael McGlade

Board of Trustees

The International School of Amsterdam is an independent non-profit foundation (a *stichting* under Dutch law) overseen by a group of dedicated professional volunteers, providing legal oversight to the organisation.

The Board may consist of up to eleven members; all of whom are volunteers. Each makes a commitment to serve at least one three-year term of service with each year of service officially beginning 1 July and ending 30 June of the following year in alignment with the school calendar. Member's terms are staggered so as to provide greater continuity – so not all come and go in the same year.

Up to five members are appointed by the Board at large, typically individuals from local communities who offer 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 members are elected by the parents. As with appointed members, the Board welcomes candidate applications from parents with expertise in strategic planning, finance, public relations, law, marketing, communications, local government, architecture, etc. – areas of exper-

All School

tise that can help the school care for its existing assets and plan for the future.

Appointed and elected trustees 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 their 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 their 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. With the Director, the Board also holds open meetings for parents twice each school year.

The Board can be reached by email at **board@isa.nl**. However, questions and concerns about operational matters should always be addressed to the appropriate members of the ISA administration and staff (see ISA Communications Protocol in the All School section).

Parent Advisory Council

The Parent Advisory Council (PAC) acts 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.

Names of the PAC representatives and their contact details can be found in the Veracross Portal.

Parent Teacher Association

The Parent Teacher Association (PTA) welcomes you to its membership. The PTA is an association for all parents, teachers and staff 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 and staff 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 and secretary, as well as communications, events and national representatives coordinators.

The PTA General Meetings are open to all parents, teachers and staff and are held to inform the community about various events within the school. 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 60 nationalities. Nationalities or language groups are represented by a national representative. 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 the Veracross Portal on the PTA pages. If your national representative has not already made contact with you, please feel free to email them to 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 the Veracross Portal.

PTA Events

The PTA hosts many events which are advertised throughout the school year through the school's 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-level dinners which provide an opportunity to meet other families in your children's grades.

All School

- 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 Book Fairs.

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 and staff 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-led fundraising initiatives for charities of their choice. SHARE organises a number of fundraising events throughout the school year. Through SHARE, sizeable contributions are made annually to charitable projects, large and small, as a result of the variety of fundraising initiatives.

Starting School

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 and listed in the Admissions section of the ISA website (www.isa.nl).

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

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 (address, email, phone number, etc.) should be updated in the Veracross Parent Portal. Please inform the School Nurse (nurse@isa.nl) immediately of any changes to your contact details. If the changes affect invoicing details, please also inform the Business Office (businessoffice@isa.nl). If your child uses the school bus service, please also remember to inform the bus coordinator (bus@isa.nl) **at least 5 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.

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” by providing extra assignments.

- 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 any prolonged or repeated unexcused absences of students from five years of age and upward. Dutch authorities expect that ISA will not approve discretionary absences during the first two weeks of the school year and the last week of the school year, or for days before a school vacation. Please be aware that the Dutch authorities may issue fines to families as a result of noncompliance.

Class Materials

Class Supply Lists

The Lower and Upper Schools provide up-to-date supply lists for each grade level on our website and in our community portal - Veracross Portal. 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.

Sportswear

All students, from Kindergarten through grade 12, should have shorts, T-shirts, socks and gym shoes (no black soles) 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.

Team uniforms are provided for members of ISA competitive athletic teams. 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.

Security and Access ID Cards

ISA has a photo-ID card system for Upper School students, staff and parents to strengthen our campus security. This ID card must be presented to ISA security to access the building and must be worn vis-

All School

ibly at all times while on campus (including drop-off, pick-up, after school and evening events).

Parent/Guardian ID Cards

All parents and guardians can register for an ID card and can upload a photo into the community portal, Veracross Portal. 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, a replacement card will need to be ordered at the reception desk. When an ID card is lost, ISA reception should be informed immediately so that the card can be blocked to prevent unauthorised use by others.

Student ID Cards

All Upper School students are provided with a student ID card upon registration into the Upper School. Upon registration, 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. The Upper School office will administer the initial ID card, and will distribute and accept payment for any replacement cards. However, all replacement cards should be ordered at reception.

Lower School students are not required to have an ISA-issued ID card, as ISA security will manually allow them to enter through the security gates. If, however, a grade 4 or 5 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 the Veracross Portal and can be picked up from the Lower School office. ID cards issued to students from Early Childhood to grade 3 are allowed but are not enabled to open doors or gates within the campus.

If a student ID card (Upper or Lower School) is lost or damaged, a replacement card will need to be ordered at the reception desk. The cost of a replacement card is 10 euro per card and is to be paid by the family.

Forgotten ID Cards

Parents or students who forget to bring their ID card must register via the digital sign-in at the front reception to access the building. Upper School students who frequently forget to bring their ID badge may be subject to disciplinary measures.

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 in our system 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 making impromptu visits. Smoking is not permitted in the school or on the campus. Dogs are not permitted on the campus, other than as a registered guide for the visually impaired or as a therapy dog.

We do not encourage the attendance of friends of ISA students in regular classes, since this can distract both students and teachers. Any request for a visiting child to attend ISA classes should be addressed at

least one week in advance to the Head of School and is limited to one day per school year.

Alumni Visitors

Alumni are always welcome to return to ISA for a visit. We kindly ask that all alumni schedule an appointment to visit by emailing alumni@isa.nl, so that the Alumni and Advancement Coordinator can ensure access to the building and can schedule and confirm an available time for meeting with specific staff or teachers. Alumni visitors must follow general ISA visitor policies.

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 for students, faculty and staff from 8:15 to 16:30 for snacks and coffee. Lunch is served between 11:30 and 13:45, and students eat with their grade/unit groups. Lower School students (Pre-kindergarten - grade 5) may purchase the daily hot lunch menu, milk or juice to drink with a bought lunch or bring their own lunch and drink. The menus for the coming month can be found in the Quick Links drop-down menu on the ISA website or the Veracross Portal.

Nursery and Pre-school students may not 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.

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 for all students and lunch for students in the Diploma Programme. 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 are also able to purchase sandwiches, yoghurts, and a rotating variety of hot food items and fruit snacks from the Upper School gym 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 a chip card is placed. Upper School students can also choose to activate the chip card on their student ID 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 Veracross Parent Portal.

All School

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 their child's academic progress and class activities, as well as access calendars, school and family directories, update household information, complete re-enrollment and register and pay for extracurricular activities. The Parent Portal can be accessed through Veracross at <http://portals.veracross.eu/isa>.

Weekly Update

Each week ISA sends 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 news, events and developments within the school community.

ISA Website

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

Social Media

ISA occasionally uses social media to provide students, families and faculty with news, 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.

ISA Alumni Platform

All ISA alumni are encouraged to join our alumni platform – a website that serves as the “go to” place for alumni to share their experiences and connect with old and new friends. The platform is open to all alumni and provides a range of opportunities for alumni to collaborate, network and share stories. Alumni can sign up at <http://isa-alumni.nl>.

Publishing Student Work

Student work and photos may be published on the school website, in the Veracross Portal, in Connections magazine or on other external publications and channels. When student images are to be published on public platforms, we will follow the consent given by parents during the (re-) enrollment process as per European data protection law.

Passwords & 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 Portal is required to sign in with a username and password provided by the school. Passwords can be personalised, but it is recommended that passwords should be changed to something that can be easily remembered, but

which would be hard for others to guess.

Directory information

Contact details for families in the Veracross Parent Portal are not intended to be used for commercial, solicitation or canvassing purposes. The information provided in the portal by families is protected by EU Data Protection Law and cannot be shared, distributed or used for business opportunities, or personal gain, without the express permission from the family. To ensure that our families are still willing to keep this information accessible in the portal, we ask that you please refrain from using portal contact information for communications other than those of a logistical or social nature, which should be of relevance to an individual family, parent or student. Please also note the directory contact information should not be downloaded to create mailing list groups in WhatsApp or other social media platforms. Parents may update their directory preferences under the “My Family” icon in the Veracross Parent Portal.

If you have any questions regarding ISA's communications channels please contact the Communications Manager, Erika Harriford-McLaren, via email at **communications@isa.nl**.

Collection of Data and Privacy Policy

ISA adheres to the General Data Protection Regulation (GDPR). This broad and far-reaching set of regulations aims to protect the data of individuals in the EU, including ISA faculty, staff, parents, and students.

ISA is a leading world educational institution and personal data supplied by you will only be used to aid ISA in fulfilling its

educational mission and goals. We collect and use personal data to provide you with the required services which may include: health services, school-organised travel, processing admissions applications and records; maintaining school and administrative data records; processing of financial-related transactions and conducting anonymous statistical analysis of the ISA website and user structure.

ISA, as an educational institution, may also use your personal data to inform you via email or post about our educational activities and services, unless you have expressly notified ISA that you do not wish to receive such information.

ISA will not rent, trade, transfer or sell your personal data to third-parties, and will only share data with third-parties for products or services necessary to assist ISA in meeting its organisational objectives.

All third-party suppliers are obliged to respect and safeguard the confidentiality and security of your data and will not use your data for any other purposes than what we have agreed with them.

If the personal data that you have provided is incorrect or has changed since you submitted it, we request that you please login to the Veracross Portal to directly update your information.

To learn more about our privacy policy please visit our website at **<https://www.isa.nl/privacy-policy/>**.

Privacy and taking photos/videos

Students are not permitted to take photos or videos of other students or staff with-

out first asking for, and receiving, their permission to do so. No photos or videos are allowed to be posted on social media or publicly on the Internet without written permission of the subject. If the subject of the photo or video is under the age of 16, written permission must be obtained from their parent or legal guardian. Written permission must also indicate how an individual may revoke permission and that this permission may be revoked at any time.

For teaching and learning purposes, ISA provides several password-protected systems where school work (including photos and videos) can be posted if directed by a teacher as part of a class lesson or school-sanctioned activity.

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 Diploma 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 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 emphasise 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.

The technology department at ISA supports students, staff and parents in the use of technology and the systems we employ at ISA. For assistance or information about any facet of the ISA technology programme, email it@isa.nl.

Rights & Responsibilities

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:

- 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 partners in a positive, nurturing and protective environment.

Community Rights & Responsibilities

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

Rights of the Student

Education is a disciplined process. To fulfil the stated purpose of the International School of Amsterdam certain rules of conduct should be established and maintained. Rules should strike a balance between the rights of the individual and the needs of the whole community and the institution. They should not be restrictive but constructive, stressing the view that authentic learning and the development of the individual flourishes most effectively in

All School

a pleasant, supportive and secure environment, which at the same time is controlled and organised. The Director is responsible for creating such an atmosphere, one important element of which is the recognition of the balance between the rights of students and their responsibilities.

Each student has the right:

- To be secure and safe in person and property.
- To be treated with respect, courtesy and consideration.
- To know what the expected standards of community behaviour are.
- To benefit from due process, insofar as a student may have the possibility of appealing any imposed sanctions.

Each student has the responsibility to uphold the school's core values, beliefs and guidelines for student conduct. Our expectations for student behaviour are based on attitudes that we value based on the former IB 'student attitudes':

Respect	Commitment
Tolerance	Independence
Integrity	Confidence
Empathy	Creativity
Appreciation	Enthusiasm
Cooperation	Curiosity

Students & Behaviour

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

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. This includes online and well as face-to-face interactions. For more details about our discipline procedures please see the Lower and Upper School pages in the Veracross Portal.

Mobile Phones

Mobile phones are permitted on the ISA campus **but may not be used during class time unless authorised by the teacher**. 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.

For students up to grade 8, mobile phones must be kept in lockers from 08:30 - 15:30. Only with explicit permission from a teacher may students access their phones.

Weapons

Weapons, real or pretend, or other potentially dangerous items are not allowed on the campus.

Drug and Smoke-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 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).

Smoking or vaping is not permitted in the school, on the campus, its immediate vicinity, or any school event or trip.

Students violating these policies 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 these policies should contact the Director's Office.

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.

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.

All School

Skateboards/Skate Shoes

Skateboards and skate shoes are not allowed on the campus.

Chewing Gum

Chewing gum is not allowed at the school.

Partnerships and Communication

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 enrollment 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, staff and administrators welcome contact with parents and support positive discourse regarding a student's education. If a problem arises, 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, staff 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 student's well-being continues to be the priority. When teachers, staff 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 teacher or staff member involved. If you are unsure who to 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 your child's academic programme, his or her behaviour, or the behaviour of another student which is impacting upon your child's progress at school.
- After-school Activities Teacher or Coach - if you have concerns regarding your child's extracurricular programme, his or her behaviour, or the behaviour of another student which is impacting upon your child's enjoyment of the extracurricular activity.
- IB PYP, MYP or Diploma Coordinator – if you have general questions about the curriculum or programme your child is following.
- Management – if you have general questions or concerns about support areas such as finance, facilities, bus services, communications, IT, please contact the respective manager for that department.

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, Assistant Head of School, or member of management **after** informing the staff member that you intend to do so. With respect to concerns that still exist with regard to extracurricular activities, you are invited to contact the Athletic Director or Extracurricular Activities Coordinator, **after** informing the extracurricular activities teacher or coach that you intend to do so. Contact details of the teacher or coach will be provided upon confirmation of acceptance to the activity.

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. Appointments for meetings with the director can be arranged by emailing [**directors_office@isa.nl**](mailto:directors_office@isa.nl).

How to make contact

We expect our community members to always show respect to each other and we encourage the adult members of our community to model the behaviour and conflict resolution skills we wish to see from our students.

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 and staff by email. Email addresses 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 or ISA reception for staff.

Lower School Office:

Tel: 020-347-1201

email: [**isoffice@isa.nl**](mailto:isoffice@isa.nl)

Upper School Office:

Tel: 020-347-1251

email: [**usoffice@isa.nl**](mailto:usoffice@isa.nl)

ISA Reception

Tel: 020-347-1111

email: [**security@isa.nl**](mailto:security@isa.nl)

Your message will be passed on to the teacher or staff member 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 staff offices or the classroom while classes are in session or before or after school without an appointment. Discussion with the staff member or 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 or a staff member, they 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

All School

articulate or explain to the teacher or 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 teacher or 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, and in a timely manner versus waiting.

Academic Policies

Language Policy

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 annually. The complete ISA Language Policy is available in

the Veracross Portal. The following statements are included here to provide an indication of its philosophy and content.

Guiding statement

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 provide an education for international understanding.

ISA believes that students should be able to achieve the benefits of additive multilingualism i.e. acquiring an additional language with little to no detriment to the development of their first language. This can be achieved when students maintain and develop their home language(s) in speaking, listening, reading and writing. Wherever feasible, ISA encourages students to study their home language in addition to English.

As English is the language of instruction, ISA recognises the need for a programme that enables students to achieve full competence in this language. At ISA, all members of the faculty 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 believes that learning an additional language allows students to understand different cultures and perspectives and thus become responsible global citizens. Students deserve the opportunity to study

additional languages, including the host country language, as appropriate.

ISA's linguistic profile is multilingual, complex and diverse and accepts students from varied linguistic backgrounds. With a student body comprised of more than 60 nationalities, students at ISA speak nearly 50 different home languages.

English as an Academic Language

ISA recognises that students whose home language is not English may require English as an Additional Language (EAL) lessons. The Lower and Upper School EAL Departments share the same vision that programmes for EAL learners must be based on functional language acquisition pedagogy.

EAL lessons in the Lower School are provided for students from Pre-Kindergarten to Grade 5. Each grade level has EAL teachers who are responsible for helping EAL students develop their English language proficiency and support their access to all areas of the school's curriculum.

Students who are not yet proficient in English study English Language Acquisition. EAL content support is offered for MYP students in Years 1-5 (grades 6 to 10) whose English language proficiency is not yet at an independent level (phase 4 or below). The aim of the EAL programme in the MYP is to provide EAL students with the necessary English language skills to enable them to integrate socially and academically, and succeed at ISA. It also prepares students for success in the IB Diploma Programme.

EAL testing is available for new students wishing to enter ISA at Grade 11 to assess their English language proficiency. This is important as it determines their linguistic ability to cope with the rigors of the Diploma Programme as an Independent Learner of English. Should the student's level of English be insufficient for success in the Diploma Programme, ISA may recommend the student enter Grade 10 to provide an additional year of English language growth.

ISA offers DP English B for students who have not reached the level of proficiency required for a language and literature course. While there is no formal EAL support for grade 11 or 12 students, every effort is made to provide informal support to students as needed.

Prior to entry into the Diploma Programme, students are evaluated to establish whether a full Diploma Programme or a Diploma Course Programme is more suitable given their English language proficiency level.

Home Language

Home language "denotes the language learned first and/or the language identified with as a 'native speaker', the language best known, and/or the language used most" (IB "***Learning in a Language Other than Mother Tongue***"). At ISA, for the purposes of its IB programmes, "home language" (also known as Language A, first language, mother tongue and/or best language) includes all of these definitions, and describes the language that students use at home and/or outside the classroom environment.

A child's social, academic and linguistic development, as well as a child's sense of

All School

identity, are rooted in the development of his/her home language/s. Because of the unique and critical role of home language/s in a child's development as a person and a learner, ISA values languages and has long been committed to facilitating home languages wherever it has been feasible to do so.

ISA's student language profiles are complex. Well over 50% of ISA students have a language other than English as their home language, and importantly, also have experience in learning in a language other than English. Many students at ISA use more than two languages outside of the classroom environment. Such complexity requires the school to use a variety of approaches to meet the diverse language needs of its student body.

ISA engages with parents and students to assist them in supporting their child's various language learning needs, maintaining and developing oral language fluency and literacy skills in the home language. In the later years on the IB continuum, ISA assists families in making decisions about which languages can be pursued within the academic frameworks of the MYP and the DP.

In order to promote the development and maintenance of home languages at ISA, the Tutored Languages Coordinator and Lower School Language Academy Coordinator oversee and coordinate home language programmes across the continuum.

In the Upper School, the home language coordinator works with families to find suitable tutors, but tutors are not ISA employees. From time to time, ISA teachers

may act as private tutors; for reasons of oversight and clarity, the school **has specific tutoring policies in place related to these arrangements.**

Home language instruction is an additional service offered by the school; additional fees apply.

Language Academy and Upper School Tutored Languages

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.

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

In the Upper School, home language 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, home language 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 Language Coordinator, Elaine Flynn at eflynn@isa.nl.

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 ISA’s mission “to educate for international understanding” inspires 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 stu-

dents 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 unless it is clearly indicated who the contributors are.
- When appropriate to a project or task, students reference sources according to the conventions or bibliographic formats they learn in class and through the library programme.

Academic Honesty in the MYP

As with 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.
- 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.

All School

- 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.
- 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 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. Teachers understand that this can be a challenging, nuanced topic and are prepared to assist. If students are ever in doubt about how to cite a source or to maintain academic honesty, they should ask their teachers for assistance as student questions are welcome.

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 offence 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 violations 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 defini-

tions 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 department, administrators, the student's parents, and the student) are involved in determining the most appropriate response. 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, and a level of student autonomy is encouraged, we expect that all students, teachers, and parents will fully support this policy.

All School

Assessment Policy

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

Statement of Philosophy

Assessment is an integral part of the learning process, informing both teaching and learning. Varied assessment over time, of both formative and summative nature, provides the most accurate picture of student learning.

Principles of Assessment

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

Assessment at ISA will:

- be varied and appropriate.
- be both formative (monitoring student learning) and summative (evaluating student learning).
- support and encourage student learning by providing feedback on the learning process.
- reflect the international-mindedness of the programme by allowing for assessments to be set in a variety of cultural and linguistic contexts.
- be supported through the use of Visible Thinking routines.
- develop awareness of one's thinking and strategies used as students discuss the

changes in their own thinking within a Culture of Thinking in the classroom.

- recognise the influence on students' self-esteem and promotes positive student attitudes towards learning.
- provide opportunities for students to respond to the work of their peers as well as their own.
- provide clear, effective feedback to students.
- inform, enhance and improve the teaching process.

Effective assessment requires teachers to ensure that tasks are linked to the central idea of either the stand-alone unit of instruction or the trans-disciplinary unit. A variety of strategies and tools are used to most effectively identify the projected learning outcomes.

Continuous assessment provides insights into students' understanding, knowledge, skills and attitudes. It is also a means of exploring the learning styles and individual differences of the student in order to differentiate instruction. Feedback from assessment allows for the improvement of the overall programme through refinement of the central idea, lines of inquiry, assessment tools and rubric criteria.

Students should be advocates for their own learning and take part in the reporting process. Student-led conferences, combined with the use of portfolios, allow parents, teachers and students to engage in dialogue about the student and progress being made. Furthermore, these tools can allow for adaptations to year-long goals initially set by the student and teacher.

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.

Inclusion Policy

The complete ISA Inclusion Policy is available in the Veracross Portal. The following statements are included here to provide an indication of its philosophy and content.

Philosophy

The International School of Amsterdam (ISA) exists to serve the educational needs of a diverse international community. To this end, ISA offers an academically balanced and socially nurturing learning programme which fosters growth and provides meaningful opportunities for all our students. We are committed to promoting a safe and supportive learning environment in which all learners can thrive academically, socially and emotionally.

Beliefs

ISA believes that all learners are individuals, each with their own strengths and challenges. As a result of this, we believe that diversity should be advocated for and celebrated in our community of learners. We recognise that some students will need additional support to enable them to access the educational opportunities available to the fullest degree possible. We further believe that an inquiry-based curriculum is designed to provide appropriately challenging learning experiences for students of all abilities. We are committed to ensuring that all ISA students have equitable access to learning, opportunities for achievement and the pursuit of excellence in all aspects of their educational programme. Through an inclusive and nur-

ture educational environment, students are encouraged to become independent, lifelong learners in a global society.

Rights of the Child and Obligations

All children living in the Netherlands are entitled to an education and expected to attend school, at a minimum, from ages 5-16 in order to gain a basic qualification. This also reflects ISA's commitment to the UN Convention on the Rights of the Child, which sets out that every child has a right to an education. In this context, we are responsible for the education of the children enrolled at our school.

We understand the complexity of providing support for students with learning differences and we thoughtfully manage the number of students representing a range of learning abilities to ensure a quality and equitable education for all of our students. We usually cannot meet the needs of students with intensive/severe needs. However, cases/applications are considered on an individual basis depending on the school's ability to meet the specific conditions and support required.

Principles of and Approaches to Inclusion

All ISA teachers practice differentiation in curriculum planning and implementation to meet the needs of all learners. Teachers differentiate by finding multiple and diverse approaches to work with all of their students' unique ways of learning, and to support individual pathways to success. We therefore consider differentiation to be a mindset, rather than simply a toolbox of strategies. We are invested in differentiation because we believe that all teachers are teachers of all students.

All School

As an IB school, learning and teaching at ISA is grounded in four central principles of inclusion (IBO 2015): affirming identity, valuing prior knowledge, scaffolding learning, extending learning.

Activities & Events

Booking an Event

ISA's calendar of events is set prior to the beginning of the school year. PTA, PAC and SHARE events are all coordinated and planned within the calendar planning process and agreed upon before the opening of school in August. To request an additional unscheduled event during the school year, parents and students should complete an event booking proposal, which can be located in the Quick Links section of the Veracross portal. **Parents should always work through the PTA when proposing a school event.**

Please note: **when proposing an event during this school year, a minimum of 4 weeks notice is required. An event involving members of the public requires additional permits and there should be proposed at least 6-8 weeks in advance to ensure compliance with Gemeente regulations.**

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 including registration and the online payment platform can be found in the Veracross Portal. Registration and payment for the ISA Music Academy and ISA Language Academy are pro-

cessed directly with the instructor for each class and an invoice will be sent directly to you.

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

It is mandatory that waiting for classes to start or finish is done in the main cafeteria and not in the common areas or hallways.

For more information on these activities, please contact the Extracurricular Activities Coordinator, Jackie van Teijlingen at jvteijlingen@isa.nl. For more information on the ISA Music Academy and the Language Academy, please visit the Extracurricular section of the Veracross Portal.

Athletics

School teams participate in inter-school competitions with European international schools and in the tournaments of the Northwest European Council of International Schools (NECIS). Athletic teams are comprised as follows:

Basketball (boys and girls)

Varsity, Junior Varsity, Under 14, Under 12

Cross Country Running (boys and girls)

Over 16, Under 16, Under 14 and Under 12

Golf (boys and girls)

Varsity, Junior Varsity (Grades 7 to 12, minimum handicap of 36)

Soccer (boys and girls)

Varsity, Junior Varsity, Under 14, Under 12

Softball (co-ed)

Varsity, Junior Varsity (Grades 7 to 12)

Swim Team (boys and girls)

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

Tennis (boys and girls)

Grades 6 to 12

Track and Field (boys and girls)

Over 16, Under 16, Under 14, Under 12

Volleyball (girls)

Varsity, Junior Varsity, Under 14, Under 12

For students participating in an ISA athletics 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, taekwondo, 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.

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.

Sinterklaas in The Netherlands

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 makeup is not followed at ISA.

We try to treat all of this with sincere sensitivity and understanding. Below are the guidelines that our school adheres to and we ask that all members of our community follow the same guidelines:

- The practice of wearing full black make-up is not followed at ISA. The pieten who come to ISA may mark their personal skin colour with some light “soot” to show how they have been climbing through chimneys. They do not wear wigs, earrings or lipstick.
- Avoid images of pieten that have pitch black faces, earrings, curly hair and red lipstick, including wrapping paper, deserts or other depictions.

All School

- To call pieten just that. We do not say “zwarte” piet (black pete.) When we sing Dutch songs we replace the word “zwarte” for a skill the piet may have: “fietspiet”, “inpakpiet”, etc.
- To focus on all the different talents the pieten have. Students like to act out the roles of the different pieten such as baking piet, cycling piet, climbing piet etc.
- We explain to students that pieten have black soot on their faces from climbing down the 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.

School-Sponsored Trips

ISA organises various activities, including sports competitions and tournaments, curriculum-related field trips, service-learning trips, and other excursions. Any student participating in an ISA sponsored trip must have parental approval and the permission of the Head of School. All school standards as outlined in this handbook apply on all trips. All students are expected to give extra thoughtfulness and attention to their conduct when they are representing the school on a trip and to show respect for their hosts and any organisations that they are visiting. The school can only offer off campus trips when chaperones can fully trust that students will follow all instructions, act with integrity, and exercise good judgment.

Because chaperones assume parental responsibilities on such trips, they have a delegated authority from the Director to take whatever action they deem necessary to ensure the safety and wellbeing of students while on a trip, even when a student is age 18 or over. On overnight trips, the school provides faculty supervision that is as gender-balanced as possible and appropriate for the number of students participating on a trip.

ISA Insurance: Student Insurance Coverage

The school carries the following policies:

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

Accident Insurance: Coverage is in force during normal school hours - including travel time between home and school. If less than 4 kilometres, coverage is maximum one hour to and from school (each way); if further than 4 kilometres coverage is a maximum of two hours to and from school (each way). Activities, trips and excursions organised by the school, within and outside of the Netherlands, are also covered conditional to supervision by ISA teachers and/or adult chaperones approved by the administration, and the explicit approval of the school's Director.

The insured amounts are:

- €25,000 in case of death
- €100,000 in case of permanent disability

Travel Insurance: Trips organised by the school, within and outside the Netherlands, are covered conditional to supervision by ISA teachers and/or school-ap-

proved adult chaperones approved by the administration, and the explicit approval of the school's Director.

The insured amounts are:

- Extraordinary expenses (e.g. extra travel costs, repatriation): at cost
- Medical expenses: at costs (U.S., Canada and Japan: maximum €125,000)
- Luggage: maximum €5,000

· *The school does not insure against the loss or theft of student's personal property.*
· *All parents must carry Personal Liability ("Wettelijke Aansprakelijkheid" (W.A.).*

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.

Health & Safety

Child Safeguarding and Child Protection

Child safeguarding describes the actions taken to promote children's welfare and protect them from harm. It means:

- protecting children from abuse or maltreatment
- preventing harm to children's health or development
- ensuring that children grow up in a safe environment with effective care
- taking action to enable all children to have the best outcomes
- providing children with education about their own rights and how to keep safe

Child protection is part of the safeguarding process. It focuses on protecting individual children who are identified as suffering from harm or are at risk of harm.

The purpose of this policy is to provide the ISA community with information about ISA's safeguarding practices and child protection procedures.

All School

Everyone at ISA has the responsibility to keep children safe. All adults, including volunteers and adults working in the school on a temporary basis, have a responsibility of care and child safeguarding.

Principles and Beliefs

ISA is committed to safeguarding all students' well-being in accordance with the United Nations Convention on the Rights of the Child, which sets out the rights that need to be realised for children to develop their full potential, free from hunger and want, neglect and abuse.

In addition, given the highly mobile populations in the international school system, an International Task Force on Child Protection has set out, as a minimum, the following requirements of schools to provide safeguarding and child protection for their students:

- All children have equal rights to be protected from harm and abuse.
- Everybody has a responsibility to support the protection of children.
- All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.
- All actions on child protection are taken with the best interests of the child, which are paramount.

Nurse's Office

The School Nurse's Office provides daily nursing care to students including:

- taking care of students with minor illnesses (for example, headache, fever, pain, seasonal allergies, administering medication)
- handling emergencies and acute injuries
- providing health screenings (vision, hearing, growth)
- verifying and administering vaccinations if necessary
- caring for students with special health care needs.

In order to provide appropriate care for your child, it is vital that we have adequate and up to date health information. We request that you inform the Nurse's Office team regarding all changes in the health of your child, such as hospitalisation, accidents, new diagnoses, new medical treatment or medication, etc.

In case of a medical emergency, it is extremely important that the Nurse's Office is able to contact the student's parents. Therefore, please ensure that your contact details are always up-to-date in the ISA Veracross Parent Portal.

Health Screenings

Prior to enrollment at ISA, you are asked to provide 1) the Student Health Form, 2) the Doctor's Assessment form from your home doctor and 3) a copy of immunisation records. After reviewing this information, the Youth Health Doctor or the School Nurse

might invite you for a meeting, if there are any points of interest concerning your child's health and development.

In addition, in the Netherlands, the Children's Public Health Service department from the GGD (Community Public Health Service) offers periodic preventive health checks to every child at age 5 and 11. This health check includes hearing and vision tests, growth check, motor/posture check, an emotional-social development questionnaire and a meeting with the Youth Health Doctor (school doctor).

Vision checks and hearing tests are available at the request of parents or teachers.

Relevant medical information from the ISA Student Health form and immunisation records will be shared with the Youth Health Doctor assigned to ISA and will be securely stored in the student's personal digital file of the GGD.

Vaccinations

The ISA Nurse's Office team follows the Dutch immunisation programme. After checking your child's records against the Dutch immunisation schedule, we will advise you if any vaccinations are recommended. We liaise with the medical advisor of the RIVM (National Institute for Public Health and the Environment - Ministry of Health Welfare and Sport) if there is a disparity between schedules. All immunisations provided at ISA are free of charge.

Vaccinations are never given without parental consent. Please be aware that you will also need to provide your child's immunisation records to the Dutch immunisation department (RIVM) separately from school. You will receive a notification letter

from them, after you have been registered by the city hall (Gemeente).

Once a year flu vaccine: in the Netherlands, the flu vaccine is only offered to individuals considered to be "at risk" for complications ("at risk" refers to those with reduced immunity, chronic respiratory disease, etc). The flu vaccine is usually given early November, so please keep an eye out for the ISA Weekly Update in early October for a message from the Nurse's Office alerting parents when to request consideration of their child(ren) for a flu shot. **Please note that approval for the flu vaccine to be administered to your child at ISA, can only be given by our school doctor.**

The Health Policies at ISA

In order to provide a healthy environment for all our students, we would like to inform you when to keep your child at home. Keeping your sick child(ren) at home is crucial to the health and wellbeing of the entire school population.

When to keep your child at home:

- Temperature is higher than 37.8C
- Vomiting
- Diarrhea
- Red eyes with dark or "crusty" discharge
- Severe ear pain
- Severe headache

Students may return to school after being symptom free for 24 hours (symptoms include vomiting, diarrhea and fever) without the use of medication or 24 hours after starting a course of antibiotics.

Please note that the school nurse will contact you if your child returns to school

All School

within the 24-hour period after being sent home with symptoms and request that your child return home.

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 from your home doctor to the Homeroom and PE teachers and the Nurse's Office.

Medications

For the safety of all children on campus, students are not allowed to carry medication on their person. Under certain circumstances, occasional exceptions may be made. If required, students may have access at all times to their medication, such as inhalers, from 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.

If your child requires medication to be given during school hours for a short period (eg, antibiotics for an acute infection), for a longer period, including regular medication over the entire school year (e.g. inhalers), please notify the Nurse's Office by email at nurse@isa.nl and complete a "Permission Form for Medication" and bring the form and the medication (in its original packaging) to the Nurse's Office.

The "Permission Form for Medication" can be located in the "Nurse's Office" section of the Veracross Portal or may be collected directly from the Nurse's Office.

Allergies

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 (for example, nut free classrooms).

In the interests of safety, all students should avoid taking nut-based products on any school trips or to sporting events. Students will be notified if specific food products are not permitted on transport to and during school trips and team events.

Additionally, we ask that all community members refrain from supplying any food products which may contain nuts from goodie/gift bags, class treats, bake sales, large events such as grade level dinners, graduation celebrations etc.

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

Please note that we strictly adhere to these policies to provide a safe environment for all students.

Head Lice

Head lice are an annual problem in most schools. Please notify the Nurse's Office immediately if you find your child has head lice in order to help us to prevent its spread. Students may return to school after the first treatment. Students found or known to have head lice must be re-examined by the School Nurse upon return to school.

Dental Services

ISA facilitates dental services which are provided on campus once a week by an independent dentist. New families should

complete an online form to provide their family's contact details to the school-contracted dentist. Once you have registered your child via the form, the dentist will send an email to make an appointment. Dental services are provided at ISA, however the scheduling and invoicing are done directly with the Dentist office.

If you have any health-related questions, please do not hesitate to contact the Nurse's Office at nurse@isa.nl.

Emergency Contact Details

Emergency Contact Information if Both Parents are Out of the Country

In the event of both parents being out of the country, please inform the Nurse's Office ahead of time and provide the contact details of the guardian who should be contacted in the case of an emergency. Parents should also leave full contact details of the person who will be taking care of your child(ren) with the Lower and/or Upper School office and the homeroom/advisory teacher in case of an emergency.

School Closure for Bad Weather

In case of an emergency (bad weather, fire, safety, etc.) the parents will be informed as soon as possible by SMS message to their mobile telephones and an email. 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 **+31 20 347-1111** and also via email at admissions@isa.nl.

Emergency Procedures

Fire precautions and safety procedures are posted in the corridors. 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, under any circumstances, should 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" vests 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.

School Services

Libraries

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

All School

other 21st-century information skills that are necessary for life-long 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 home language books. Also available are “talking books” in various formats, including an online download service of audio and ebooks called “Overdrive”.

Everyone in the ISA community may borrow materials from our libraries. Books may be borrowed for two 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 the Veracross Portal. 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 to 15:45 Monday to Thursday and from 9:30 to 15:45 on Friday.

Lower School students who require a quiet environment in which to complete home-

work 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 the guidelines for after-school use.

Lost and Found

The process for Lost and Found has been updated, and will now be managed between the Parent Teacher Association, the main reception and ISA Security. Lost property boxes (for lost clothing and miscellaneous items) will be managed by the PTA, with the main lost property area located behind the Nurse’s Office. To minimise loss, all items of clothing and sportswear should be labelled with the student’s name.

Lost valuables such as jewellery, watches, phones, laptops and other electronics, should be taken to the reception desk, where the item(s) will then be registered. All valuables will be stored for a period of one year. Lost and found clothing and miscellaneous items which are not collected before holiday breaks will be donated. Reminders will be sent out in the Weekly Update to notify parents before items are collected for donations. Any unclaimed items will be donated to charity after the required storage period has been exceeded.

Bus Services

ISA organises a door-to-door bus service as a convenience to students and their parents. The bus service is only available

to students from Pre-school upwards. Information regarding cost and operation may be obtained via email from the Bus Coordinator (**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, distractions for the driver 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 to pay attention to 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.

Additional Important Information for Bus Service

- Change of address: Please advise the Bus Coordinator, as well as the Admissions Office, at least 5 working 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

All School

and route adjustments will commence on the following Monday after the Bus Coordinator has processed the change of address.

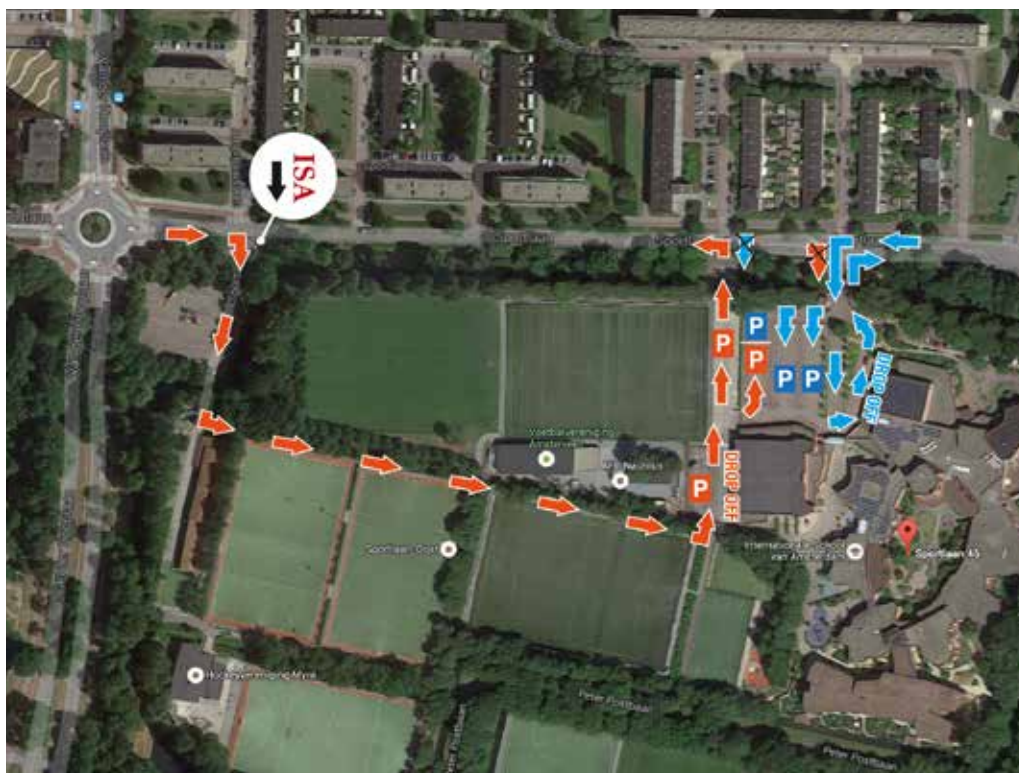
- Please do not request that children ride on a bus other than their usual bus in order to attend after-school parties or other social occasions. In case of emergency, requests should be made to the Bus Coordinator. There is a legal maximum for passengers who can ride on our minibuses. The Bus Coordinator 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 Co-

ordinator 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 of its control. All students and parents are requested to cooperate with the school's efforts to provide as smooth a service as possible.

Parking

Parking is provided for parents on the school grounds. For security reasons, all vehicles are required to have a valid ISA car sticker. Application forms to request car stickers allowing entrance to the school are available online in the Veracross Portal and at the security desk at reception. If your license number plate changes



during the year, you will need to inform the ISA security team.

Coming from Van der Hooplaan

From 8:00 to 8:45 (on Friday 8:45 to 9:45), 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 until the moment the orange cones are removed. This will help with traffic flow for those entering from the Beneluxbaan.

Coming from the Beneluxbaan

From 8:00 to 8:45 (on Friday 8:45 to 9:30), 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

All parents/guardians are asked 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 inside their car 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 and Upper School gym. The drop-off zone may only be used for additional parking after 9:00 on Monday to Thursday and after 10:00 on Friday. 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 the 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.

All School

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. Bakfiets should only be parked in the designated bakfiets parking area to the left of the main entrance doors.

For the safety of our students walking into the building, we ask that all cyclists please take care when cycling through the area used for school buses and staff parking, and that every bike rider dismount when reaching the red and white poles and walk their bike to the parking racks.

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 businessoffice@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.

End of Year

Withdrawals

As soon as you are aware of plans to leave ISA, and at least one month prior to withdrawal, please contact the Alumni and Advancement Officer (alumni@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.

Please note that the enrollment deposit (for students who joined the school from August 2016) is refundable at the time of withdrawal provided all (financial) commitments have been met and the completed withdrawal form is received a minimum of one month prior to the actual withdrawal date.

School reports for Lower School students can be requested from the Lower School Office (isooffice@isa.nl). Please contact the ISA Registrar (registrar@isa.nl) for Upper School reports and transcripts. In addition, the Registrar coordinates with the Upper School teachers and counsellors to obtain 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 will receive a 'book return form' via email from the Upper School Registrar approximately one week before their withdrawal date. The form will need to be signed by each of the student's teachers even if the student did not receive a book or other materials for the class. Lost or damaged books or other materials will need to be paid for before the withdrawal process can be completed. The completed form will indicate that all books or other materials have been or will be returned to the Upper School Registrar by the day before a student's last day of school at ISA. 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 the 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 one 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):

Admissions and Advancement Director

Julia True

Admissions Office Coordinator

Tina Bittendorfer

Admissions Officers

Colm Brennan

Joanne Freeman

Brittney Hinckley

Alumni and Advancement Officer

Matt Jasinski

ISA Alumni Community

For over 50 years, ISA has been connecting students from around the world – building friendships, bridging cultures and most importantly promoting our mission to educate for international understanding. We consider all who have been a part of our community – students, parents, former faculty and staff – as alumni of ISA. Our alumni community is represented all over the world and included in a variety of professions.

We encourage all ISA alumni to stay involved in our community and to remain engaged with ISA news and programmes. For more information contact the ISA Alumni and Advancement Officer via email at alumni@isa.nl.

Lower School





Lower School

The Lower School at ISA serves students from Early Childhood to grade 5. Students in Pre-school to grade 5 follow the International Baccalaureate Primary Years Programme (PYP).

Useful Lower School Contact Information

Susan Loban
Head of Lower School
sloban@isa.nl

Carolyn Lacey
**Assistant Head of Lower School
(Nursery-Grade 1)**
clacey@isa.nl

Victoria Watson
Assistant Head of Lower School (Grades 2-5)
vwatson@isa.nl

Lisa Verkerk
PYP Curriculum Coordinator
lverkerk@isa.nl

Anders Granberg
**Lower School Counsellor
(Nursery-Grade 2)**
agranberg@isa.nl

Marco Martinez
**Lower School Counsellor
(Grades 3-5)**
mmartinez@isa.nl

Lucy Killeen
Student Support Coordinator
lkilleen@isa.nl

Sheela Parulekar
Lower School Attendance Secretary
sparulekar@isa.nl 020-347-1202

Nicola Sill
Lower School Secretary
nsill@isa.nl 020-347-1201

Victoria Taylor
Lower School Secretary
vtaylor@isa.nl 020-347-1204

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.

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**.

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.

Permission for absences other than for sickness or medical reasons should be obtained in advance from the Head of 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 are expected to arrive for school between 8:15-8:30 (9:15 and 9:30 on Fridays). Teacher supervision is provided in arrival areas between 8:15 and 8:30 (9:15-9:30 on Fridays).

Nursery - Kindergarten

Upon arrival before 8:27 (9:27 on Fridays) students in Nursery, Pre-school, Pre-Kindergarten and Kindergarten may wait in the Early Childhood Foyer before being escorted by parents to their homeroom classes.

Grades 1 - 5

Students in these grade levels may be dropped off by their parents in the parking lot drop-off zone and can make their own way into the building.

Students in grades 1-3, arriving before 8:27, should go to the Main Cafeteria.

Students in grade 4, arriving before 8:27, should go to the Cafeteria Annex.

Students in grade 5, arriving before 8:27, should go to the Theatre Foyer.

Students arriving by school bus

Pre-Kindergarten and Kindergarten bus students are taken to the Early Childhood common area by their bus drivers, where they are supervised by ISA staff. These students are collected by their classroom

assistants and taken to their homerooms at 8:30. Students in grades 1 - 5 who arrive before 8:27 using the school bus service should go the areas designated above for their respective grade.

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 or 10:00 on Friday. 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.

Recess

Students in Pre-Kindergarten to Grade 5 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 where students go outside for free play. The recess times vary depending on the grade level. Outdoor play and snack is more flexibly integrated into the day for Nursery and Pre-school students. These students have lunch around noon.

If outdoor recess is not possible due to poor weather conditions, then the children

Lower School

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 cookies or crackers. 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 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 Early Childhood cafeteria 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 sandwich, a piece of fruit or yoghurt and a drink. Children may select a drink from a choice of milk, water or fruit juice.

Students in grade 1 to grade 4 eat lunch in the main cafeteria and grade 5 students eat in the cafeteria above the Upper School gyms. 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. 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.

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 ensure 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 them up, 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 them 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 picking up students in grades 3-5, are requested to wait in the cafeteria.

If your child is regularly being collected by another adult other than a parent or guardian (e.g. 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. If there is a change to the person assigned for pick up, please add the name of the new per-

son to Veracross and send a note to the homeroom teacher. 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 2 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

Lower School

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.

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, home language classes, and other extracurricular activities 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 while 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

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, or other designated adult, at all times.** 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. **For safety reasons, children are not permitted on the playground areas after school unless accompanied by an adult at all times.**

Families and students are asked to please use the toilets in the main foyer after school and not those designated for faculty/staff.

The Lower School library is available most days after school for independent reading and browsing or as a quieter place to study than the cafeteria:

- 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 upon 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 16:00 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 class sizes are limited to 20 students, while Pre-School, 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

youngest 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 administration asks 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.

Lower School Curriculum

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 in 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

Lower School

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 ways to inquire 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 at <http://www.ibo.org/information-for-parents/>.

In addition to their homeroom teacher, the students are also taught by single-subject teachers for the Arts, Languages and Physical Education who provide access to additional curriculum areas and support

the children as they engage in transdisciplinary inquiries.

A full-time assistant is allocated to each homeroom class from Pre-school through grade 1, providing additional adult support and care for the students. In Nursery additional full-time assistants are provided to cater for the additional needs of these younger children. In grades 2-5 a part-time assistant may be added, at the Director's discretion, if a class enrollment exceeds 20 students. However, school policy allows a maximum of 25 students in classes.

Physical Education

All grades explore physical education with specialist single-subject teachers in specially equipped environments. Physical Education (PE) 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. 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.

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 and families.

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.

Rubber swimming shoes can be worn during swimming lessons for increased hygiene. 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 the Veracross Portal for further guidelines.

Music, Visual Arts & Drama

Students across all grades have an opportunity to engage in musical activities, engaging 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, storytelling, acting and cooperative games.

Library

Students have regular sessions in the Lower School libraries. Older students can also visit independently at other times in the

day. 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 and 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 interactive displays, iPads, digital and video cameras and projectors are also used, when appropriate, to support the programme.

Technology Use 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, the school provides each student with their own iPad.

Students up to grade 5 may use a range of school-approved applications during their lessons but at no time will they use any form of social media. Most social media sites, such as WhatsApp and Instagram have age restrictions requiring users to be at least 13 years old. Lower School students do not use mobile phones during the school day, although they are permitted to have them in their lockers.

Lower School

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 who have 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 home language 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 ISA 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 language development. Students in their first year at ISA who are not beginner EAL students will be enrolled in the Dutch programme in order to learn about the host country's culture, as well as be-

ing 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 home language French speakers. Dutch passport holders are required to take Dutch.

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. Additionally, teachers and 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 individ-

ual 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 will not be 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.

Settling-In and Student-led Conferences

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, and 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.

Lower School

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. Regular communications through digital platforms inform parents about the learning activities taking place in the classes and any upcoming events. Parents are encouraged to view the Lower School homeroom class webpages in the Veracross Parent Portal and read the Weekly Update 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 the Veracross Portal and on the Lower School page of the main 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 some grade levels with a school diary or agenda. However, if this item is lost or damaged families will need to purchase a replacement. Most school supplies can be found in the ISA school store—The Bear Necessities—and can be purchased before and after school.

Home Learning

ISA Lower School students are actively engaged in purposeful, structured learning experiences during the school day. We believe that family and leisure time are important at the end of the day and at week-ends. Rich opportunities for free, unstructured play are vital for children's ongoing cognitive, physical, social and emotional development.

Research into the effectiveness of homework shows that there is limited evidence that homework in the elementary school years improves student achievement (A. Kohn, 2007). Homework can also be a cause of major stress for children and their families. There are some additional factors relevant to our school community:

- Our students need time for leisure and relaxation after the long school day; being balanced is a valued disposition of the IB learner profile.
- Many students are studying an additional language, outside of the school day, to support their individual cognitive, language and social-emotional development in their home language.
- Our students already have busy lives and are often involved in several scheduled after-school activities.

At ISA we value homework in the form of home learning. We consider home learning as a valuable opportunity for:

- Supporting life-long learning
- Fostering the love of independent, free reading

- Extending the learning experiences that occur during the school day
- Encouraging positive family interactions and sharing of learning that takes place during the school day
- Acknowledging the learning experiences that occur outside of the classroom.

Independent and Free Reading

“The amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency and general information. Students who read independently become better readers, score higher on achievement tests in all subject areas and have greater content knowledge than those who do not.” (Cullinan, 2000)

Parents can help promote independent reading by encouraging their child to read and develop a love of books. Conversations between parent and child about the book being read together, as they discuss the meaning of the print and illustrations, supports the child’s development of understanding and reading skills. Even when students have developed great fluency in reading, they still benefit from having models who read to them.

Our expectations for home learning

- In Nursery, Pre-school and Pre-Kindergarten no home learning is prescribed as we believe it is vital for these children to have time for free play and relaxation after a full day of school.
- In Kindergarten and Grade 1 the expectations for home learning are focused on the home-school reading programme as

home learning expectations

Grade Level	Home Learning
Kindergarten	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 shared reading at home for 15 minutes. Once a week, students may be assigned a 15-minute home learning activity.
Grade 2	Daily shared or independent reading at home for 15 minutes. On Monday-Thursday nights students may be assigned a 15-minute home learning activity.
Grade 3	Daily independent reading in English and/or the home language for 20 minutes. On Monday-Thursday nights students may be assigned a 20-minute home learning activity.
Grade 4	Daily independent reading in English and/or the home language for 20 minutes. On Monday-Thursday nights students may be assigned a 30-minute home learning activity.
Grade 5	Daily independent reading in English and/or the home language for 20 minutes. On Monday-Thursday nights students may be assigned a 30-minute home learning activity.

N.B. Home learning is not assigned on weekends or holidays with an exception for Grade 5 students working on the PYP Exhibition.

Lower School

these children are developing their literacy skills. The home-school partnership in these grade levels is very important to help each child's reading development. Students bring books home regularly to read with an adult or older sibling. In addition, parents are recommended to read or tell stories, especially in their home languages to support their child's cognitive and language development.

- The expectation that students read daily at home continues throughout the Lower School grade levels. Students are encouraged to engage in free, independent reading for enjoyment in their mother tongue and additional languages they are learning, including English.
- Some home learning will be assigned from Grade 1 upwards, the regularity and length of assignments increasing with the grade levels. See the chart about home learning expectations for more specific details per grade.

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 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 a class from a different grade level for the whole year. The classes come together regularly, every one or two weeks, and do reading and other activities together. This is valuable reading time where our older students read to the younger ones, sometimes in their home language.

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 Tropenmuseum, 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 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 multicultural ‘Festival of Lights’, a home languages 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).

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 volunteers 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

Date	Event	Community Action
December	Sinterklaas	Lower School students greet Sinterklaas on his arrival to campus. Both Lower and Upper School students participate in various “Secret Sint” and Gift exchanges. Please note guidelines for this celebration in the All School section.
Mid-October	Food Drive	Families are asked to donate food items 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.

Lower School

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 annual 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 two substitutes, the class representatives serving for half of the school year each. Stu-

dents 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 environmental concerns, to promote sustainability and to 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, when they are in grade 5, of trying out for the Lower School Math Team, which participates in the annual Education Collaborative for International Schools (ECIS) Maths Quest event.

Choir

Students in the elementary grades can join one of the Lower School Choirs. The various Lower School choirs meet during lunch recess times. 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 the upper elementary grades may be invited to join the ISA Percussion groups which are designed to extend the instrumental work that the students experience in their Music programme. The Percussion group includes ensemble work using marimbas. Both the Choirs and Percussion groups perform at assemblies and special events.

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. 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.

Personal Property

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 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, or within a designated recess club led by a teacher.

ISA recognises that there are times when it is genuinely appropriate and useful for students to have access to a mobile phone.

Lower School

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 confiscate 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.

Portable games consoles, iPods, 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 fundraising activity.

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 or 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 celebration.

School Visitors

Visiting children (former students, family or friends) may join your child in class for up to one day providing this is arranged in advance. Parents should contact the Lower School Office so that permission may be

obtained from both the classroom teacher and the Head of Lower School. Please do not contact the classroom teacher directly. Requests need to be submitted at least one week in advance. 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 (IBDP) as either full or course candidates. All students in grades 9 to 12 earn credits towards an ISA High School diploma.

Useful Upper School Contact Information:

Matt Sipple
Head of Upper School
msipple@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

Patricia Scarlata
School Counsellor:
grades 6 (A-K) 7 (A-L) 8 (A-J)
pscarlata@isa.nl

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

Lauren Lundin
School Counsellor:
grades 6 (L-Z) 7 (M-Z) 8 (K-Z)
llundin@isa.nl

Vikki Keulers
School Counsellor: grades 9-10/A-J
vkeulers@isa.nl

Lin Turley
School Counsellor: grades 9-10/A-J
rturley@isa.nl

Jennifer Curry
School Counsellor: grades 9-10/K-Z
jcurry@isa.nl

Scott Morgan
School Counsellor: grades 11(A-Ko); 12(A-J)
smorgan@isa.nl

Monchaya June Jetabut
School Counsellor: grades 11(Kp-Z); 12(K-Z)
mjetabut@isa.nl

Cheryl Balm
Registrar
cbalm@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 to 15:30 from Monday to Thursday and from 9:20 to 15:30 on Friday. The Upper School day begins 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 begin, 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.

Attendance

Contact: **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 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, please notify the Upper School Student Attendance Secretary. Every possible support will be given to students who are ill or absent due to an unavoidable

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

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 a parent/guardian has given them permission to leave, the student 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/guardian.

Upper School Curriculum

International Baccalaureate Middle Years Programme

Students in grades 6 to 10 follow the International Baccalaureate Middle Years Programme (MYP). 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 home language), Language Acquisition (acquired 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 students enrolled in grades 9-12 at ISA automatically work towards an ISA High School Diploma. In order to be awarded an ISA High School Diploma, a student must have earned a minimum of 25 course credits. Credits are awarded upon the successful completion of a course with satisfactory attendance and a grade of 3 or higher.

Credits must include:

- 4 credits in English
- 2 credits in Language Acquisition (in the same language)
- 3 credits in Individuals and Societies
- 3 credits in Science (4 recommended)
- 3 credits in Mathematics
- (4 recommended)

- 2 credits in the Arts
- 3 credits in Physical and 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 credits of the student's choice

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

Special circumstances:

- Students who do not possess a level of English sufficient to permit full scheduling of courses, or students who have not completed the graduation requirements by the end of grade 12 may, on the judgment of the administration, receive a certificate of attendance in place of an ISA High School Diploma.
- Individual cases will be reviewed by the administration and school counsellors.
- Any final decision regarding re-enrollment of the student will be made by the Director upon the advice of the Head of Upper School.

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 Diploma 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 IBDP courses 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.

International Baccalaureate Diploma Course Programme: Course Certificates

Students who elect not to follow the full IB Diploma Programme are able to choose from among the school's IBDP course offerings to build a challenging academic programme by pursuing IBDP course certificates. 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, how-

Upper School

ever, 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 Departments; 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: University and IB

Predicted Grades for IB DP Courses

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.

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.

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 absolute certainty. As such, teachers provide realistically 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.

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 otherwise would. We acknowledge this impulse, but we insist that both 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.

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.

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 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.

After the “Senior Send Off” in the spring, grade 11 students who distinguish themselves through high academic grades (5.5 or higher) and a good attendance record, or through exceptional effort, may earn grade 12 (“senior”) privileges at the discretion of the Upper School Head.

Upper School

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 communicate 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 them to work at 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

Upper School

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.

Counselling

Counsellors provide personal/social, transition, academic, and career counselling to assist with the wellbeing 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 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 programmes 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 is posted on the Veracross calendar and on Naviance, an online college admissions system.

Testing information and academic advising sessions are also part of the counseling 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. In the fall of each year, the PSAT is offered to students in grades 10 and 11 with parents responsible for the PSAT costs.

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

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 Language Training Centre in Amsterdam.

Grade 10 students participate in Inter-Quest, a career interest and aptitude survey that assists students in choosing their

grades 11-12 courses. ISA pays for Inter-Quest which includes a group feedback session for parents and students. Personal interviews may be scheduled with the representative at an additional cost.

Learning Support

Learning Support teachers work with students, faculty, and parents to support students with diagnosed learning needs. An Individualised 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.

Upper School

English as an Additional Language (EAL)

Special English as an Additional Language (EAL) classes are provided in grades 6 to 10 for students whose home 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 assign-

ments 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.

Information & Communication Technology (IT)

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 to 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 programs that each Upper School department uses.

The model that most ISA teachers use is the 13-inch MacBook Air. ISA partners with Amac in the Netherlands to offer ISA families discounted prices on Mac laptops. Please see the Veracross Portal for details on how to order.

Additionally, there are several Windows laptops which also have fast start-up times, long battery life, and are lightweight. In order to make sure your Windows laptop can run all the required software, make sure it has Windows 10 or higher.

IT Laptop Loaner Assistance

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.

Rights and Responsibilities

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

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.
- 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

Upper School

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 behaviour 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 section that follows serves as a guide for the basic Upper School rules that apply to students in grades 6 - 12 and as information for all parents.

- The use, possession or distribution 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, vape or use other tobacco products 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.
- Taking of photos or recording of videos or audio of a teacher, staff member or fellow student without their permission is prohibited.
- The sale of any items including, but not limited to, food, toys, electronics, clothing etc. on campus must be pre-approved by the administration.
- The sale of personal data is prohibited. The sale of contraband or illegal items is considered a Level 3 offense.
- 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

Upper School

under any circumstances without specific permission given by the Upper School Office.

- Gaming on any device is prohibited in the Middle School from 8:30 to 15:30, unless part of a specific school activity with the consent and supervision of a faculty member.

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.
- Clothing which is excessively revealing
- 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.

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.

Bullying and Disruptive Behaviour

While bearing in mind that a student 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.

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.

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

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.

Upper 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, vaping, drinking or possession of unauthorised substances (see 'drug policy' information in the All School section).
- 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 Trustees, 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 2019-2020

	S	M	T	W	T	F	S			
08 August						1	2	3	August 16 August 20 August 21 August 22 August 27 August 28 August 29	Upper School Assessments for New Students Upper School New Student Orientation Lower School New Student Orientation First Day of Classes (Half days to start for NS, PS, PK & K) Pre-School Back to School Morning Pre-Kindergarten Back to School Morning Nursery Back to School Morning
	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			
09 September	1	2	3	4	5	6	7	September 3 September 4 - 6 September 5 September 19	Lower School Back to School Nights (K - GR 2) GR 6 - 10 Grade Level trips & Special Programme Days GR 11 & 12 Lower School Back to School Night (GR 3 - 5) Upper School Back to School Night	
	8	9	10	11	12	13	14			
	15	16	17	18	19	20	21			
	22	23	24	25	26	27	28			
	29	30								
10 October			1	2	3	4	5	October 3 October 18 October 19 - 27	Lower School Parent Conferences (no classes) Tentative End of First Quarter for Upper School October Break	
	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					
11 November						1	2	November 15 November 21 - 22	In-Service day - no school for students Tentative Upper School Parent Conferences (no classes)	
	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			
12 December	1	2	3	4	5	6	7	December 14 - January 5	Winter Break	
	8	9	10	11	12	13	14			
	15	16	17	18	19	20	21			
	22	23	24	25	26	27	28			
	29	30	31							
01 January	5	6	7	8	9	10	11	January 6 January 16 January 17	In-Service day - no school for students Tentative End of First Semester for Upper School In-Service day - no school for students	
	12	13	14	15	16	17	18			
	19	20	21	22	23	24	25			
	26	27	28	29	30	31				
02 February							1	February 22 - March 1	Crocus Break	
	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			
03 March	1	2	3	4	5	6	7	March 20 March 27 & 30	Tentative End of Third Quarter Lower School Parent Conferences (no classes)	
	8	9	10	11	12	13	14			
	15	16	17	18	19	20	21			
	22	23	24	25	26	27	28			
	29	30	31							
04 April	5	6	7	8	9	10	11	April 8 April 9 April 10 - 19 April 27	Tentative Middle School Student-Led Conferences Tentative Upper School Parent Conferences (no classes) Spring Break National Holiday	
	12	13	14	15	16	17	18			
	19	20	21	22	23	24	25			
	26	27	28	29	30					
05 May						1	2	May 5 May 20 May 21 - 22	National Holiday In-Service day - no school for students National Holiday	
	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			
06 June	7	8	9	10	11	12	13	June 1 June 6 June 18 June 19 - August 19	National Holiday Graduation Last Day of School (students finish at 13:00) Summer Break	
	14	15	16	17	18	19	20			
	21	22	23	24	25	26	27			
	28	29	30							