



We are a respectful, learning-focused community where each student is inspired to achieve his or her potential and to become an ethical, confident and internationally-minded citizen of tomorrow.

Secondary School Student-Parent Handbook 2018/19

Vesetas iela 9
Vidzemes priekšpilsēta
Rīga, LV-1013, LATVIA



SECONDARY SCHOOL STUDENT PARENT HANDBOOK

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Dear Parents/Guardians and Students,

Welcome to the International School of Riga! This handbook will help you get to know how the school works. Please review the information and keep it handy for future reference.

Providing a quality education for students who attend ISR is the primary goal of the ISR staff. Good communication and a cooperative effort between home and school will help us to achieve this goal.

We look forward to working with you!

Yours sincerely,

Martin Gough
Secondary School Principal

Craig Williamson
Director

CONTACT INFORMATION

Please call the Frontdesk: (+371) 6762 4622 and your call will be directed to the appropriate person.

Whole school matters and concerns	Director Craig Williamson	craig.williamson@isriga.lv
Secondary School matters	Secondary Principal Sally Monteith	sally.monteith@isriga.lv
Enrolment, student documents and administration, transcripts	Admissions Officer Angela Ferguson	admissions@isriga.lv
Tuition payments, membership payments, invoices	Accountant Jūlija Avsejenko	julija.avsejenko@isriga.lv
Messages for students/teachers, reporting absences	Front desk	frontdesk@isriga.lv
Bus service	Front desk	frontdesk@isriga.lv
Hot lunch service	Front desk	frontdesk@isriga.lv
After-School Activities (ASA)	Tony McMullen	anthony.mcmullen@isriga.lv

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The school offices are usually open from 08:00 to 16:00

The school calendar can be found at: <http://isriga.lv/en/calendar/>

FACULTY CONTACTS

Faculty can be contacted by email using the format firstname.lastname@isriga.lv Faculty names and roles are listed on the school website.

I. GUIDING STATEMENTS

ISR VISION

We are a respectful, learning-focused community where each student is inspired to achieve his or her potential, and to become an ethical, confident and internationally-minded citizen of tomorrow.

PHILOSOPHY

We strive to achieve our vision using approaches based on our philosophy. We believe that:

- education should be enjoyable and must enable students to develop academically, emotionally, socially, physically, morally and creatively;
- every person has individual needs and abilities;
- we must seek to ensure that individuals work towards achieving their potential;
- we must provide a safe and secure learning environment for students, staff and the wider school community;
- parents, teachers and students are partners in the process of education.

OBJECTIVES

In carrying out our vision and applying our philosophy our objectives are to:

- provide a holistic education that nurtures the whole person;
- develop independent learners and critical thinkers with an enthusiasm for lifelong learning;
- foster in all our community respect for themselves and for the global community;
- promote knowledge and understanding of the interdependence of peoples;
- nurture respect and care for the environment;
- promote multiple-intelligence development to allow students to develop their own individual talents;
- provide the opportunity for each student to develop and to appreciate ethical and cultural values, including those of the host country of Latvia;
- integrate high technology, sciences and the arts to allow students to adjust well in a competitive global society;
- incorporate a curriculum that is regularly evaluated by teaching and research professionals to improve the quality and effectiveness of our programmes;
- encourage the students to apply rational and creative thought to problems, to nurture and utilize their logical and imaginative capacities, and to develop the skill necessary for physical, mental, and social well-being;
- develop an awareness of the interdependence of all living things, and take responsibility in managing resources effectively and prudently;
- develop in the students a spirit of service, and an understanding that citizenship entails the responsibility to be informed and active in promoting justice and peace;
- develop responsible individuals who possess the ability to think clearly, logically and independently as participating members of a self-governing society;
- provide physical and health education enabling the student to live an energetic, wholesome and productive life.

II. SCHOOL PROFILE

Founded in 2001, ISR provides an internationally accredited education in English to students aged 2-18. The Riga campus presently serves Toddlers through Grade 12.

LOCATION

ISR Secondary School is located Vesetas iela 9, just minutes from central Riga and historic Old Town Riga. This location means the school is a short drive, bus ride or walk for students living in Riga or nearby suburbs.

CALENDAR

The ISR school year starts around the third week of August, ends in mid-June and has 180 student contact days per year. Term, holiday and event dates can be found on the school website calendar at: <http://isriga.lv/en/calendar/#>

GOVERNANCE & MANAGEMENT

What is now the International School of Riga (ISR) was founded in 1995 by expatriate parents as an informal playgroup for their children. Since that time the school has been steadily growing. In 2001 the school relocated to its present premises and reorganized as a formal Preschool and Primary School. The School follows the International Baccalaureate Organization's Primary Years Programme (IB PYP) in the Primary School, the International Middle Years Curriculum (IMYC) in Grades 6-8, the International General Certificate Secondary Education (IGCSE) in Grades 9-10 and Cambridge International AS and A levels in Grades 11-12. The school is accredited by the Council of International Schools (CIS) and the Latvian Ministry of Education, authorized to offer IBPYP by the International Baccalaureate Organisation (IBO) and is a Cambridge International Examinations Centre.

The International School of Riga is registered with the Latvian Registry of Associations as a cooperative association initially formed to provide an international education at primary and pre-primary levels in Riga. Under ISR statutes, the representatives (parents or guardians of enrolled students) of the Members (enrolled students) of the school elect its governing body, the Board, with each member having one vote. The Representative Members consist of up to seven voting members elected for a two-year term. The Annual General Meeting of the Association Members approves the operating budget and sets the school's strategic direction, which is implemented by the Representative Members. The Representative Members appoints a Director who oversees the overall daily operations of the school. Open Representative Members meetings are generally held monthly and are attended by Representative Members, the Director and by a teacher representative. All members of the ISR community are welcome to attend.

LATVIAN HEART

More than 40 nationalities live in harmony at ISR, and even though we all come from different parts of the world, there is a place we all have in common: Latvia. At ISR, students have a great opportunity to discover the country they live in, no matter whether it is their country of origin or their host country! They attend Latvian culture lessons, they take part in the Independence Day event, and celebrate the Līgo (Latvian midsummer) festival at the end of the school year. It is more than learning facts about Latvia, it is about understanding its traditions and values. ISR is an International school with a Latvian Heart!

CURRICULUM

The International School of Riga is an International Baccalaureate World School and Cambridge International Centre. Primary school students study using the International Baccalaureate Primary

Years Programme (IBPYP). Middle school students in Grades 6-8 follow the International Middle Years Curriculum (IMYC). High school students study two programmes - the Cambridge International General Certificate of Secondary Education (IGCSE) in Grades 9 and 10 and the Cambridge Advanced Level (A Level) in Grades 11 and 12. English as a Second Language classes are offered to students whose native tongue is not English and need additional English support. ISR has a fully certified international teaching staff including specialist teachers for sciences, languages, physical education, art, music and IT. ISR has a rich and extensive extra-curricular programme including sporting, academic and creative activities.

FACULTY & STAFF

ISR's teachers are native or fluent in English. ISR recruits the best teachers from within Latvia and around the world. Faculty and staff teach in a modern facility with open, bright classrooms and areas for extra-curricular and sports activities.

ENROLMENT

Enrolment is currently around 325 students, representing approximately 35 nationalities.

FACILITIES

ISR Secondary School is housed in a two-storey building in downtown Riga. The facilities include a cafeteria, general classrooms, a science lab, as well as music and art rooms. Physical Education classes take place at a large sports centre, 3 minutes' walk from school. ISR also provides after-school swimming instruction at the Kipsala Pool complex.

THE HOUSE SYSTEM

All children at ISR are placed in one of four houses which are represented by a colour and a Latvian castle: **Cēsis, Bauska, Rundāle & Turaida**. The house system motivates children to develop a sense of sportsmanship and team spirit through positive competition.

SECONDARY SCHOOL ORGANISATION

Students are placed in the year group appropriate to their age, previous schooling and skill development as demonstrated by their school reports and appropriate assessments. All classes are heterogeneously mixed according to abilities and national origin. Each year group consists of one class with two homeroom teachers. In Middle School, Grades 6-8 students follow the International Middle Years Curriculum (IMYC) and take each subject in their class groups, with the exception of languages. In Grades 9-10, students follow the Cambridge International Examinations (CIE) International General Certificate of Secondary Education (IGCSE) curriculum and all G9-10 students study English, Maths, Science, a language other than English and at least one social studies subject. They also choose a number of other elective subjects to give a total of around 7 subjects. In Grades 11-12, students study for CIE A Levels, taking up to 4 subjects in Grade 11 at AS Level, before studying their 3 strongest or preferred subjects in Grade 12 at A Level.

The school day starts officially at 08:20 with a five-minute registration period. At 08:30 the first lesson of the day begins. There are seven 45 minute lessons each day (with 5 minutes passing time in between) and the school day finishes at 15:15. Lunch runs from 12:55 to 13:40. Students may bring their own lunch or parents may pay for them to take a hot lunch in the cafeteria.

MORNING BREAK & LUNCH

Students have a 25-minute snack break after period 3 and a 45-minute lunch break after Period 5. Some students bring their own cold lunch, whilst others eat the hot lunch, supplied by an outside caterer. Hot lunches are invoiced to parents on a monthly basis.

Children, whether Primary or Secondary age, need fresh air and exercise every day to help them stay healthy and to be alert and receptive to classroom learning activities. Careful consideration is given each day to determine whether or not there will be an outdoor break, especially during winter. Hats, mittens, warm coats, boots and snow pants are required in cold weather. For the spring and fall seasons pupils should have suitable rain gear. Parents are responsible for dressing their children appropriately.

At temperatures below -15C, no students go outside during break or lunch.

On occasion, parents send notes to the teachers requesting that they keep their child inside during the break period. Generally, if a child is well enough to come to school, he/she is considered well enough to participate in outdoor play. If, however, there are extenuating circumstances why your child should not take part in outdoor play, please let us know so we can keep him/her inside with the school nurse.

FIELD TRIPS

Field trips are considered an integral part of the curriculum and participation is encouraged.

On enrolment, parents are asked to sign a general walking field trip form for walking trips from Vesetas iela. No further permission forms will be sent out for such trips. For trips beyond the Central District, information will be sent home by the classroom teacher.

Day field trips to places of interest are organised to enhance the academic programme. A parent or guardian must sign a permission form (usually online) for the student to participate.

The school will also organise other longer field trips involving travel. These trips sometimes include over-night stays, and so specific information and health forms are issued. Teachers and chaperones assume parental responsibility on school-sponsored trips.

STUDENT CLUBS

At ISR, there is one club block dedicated to clubs and groups during regular school hours on Wednesday Period 7, 2:30-3:15. Students can choose and organise their own clubs based on their interest and skills at the beginning of each Semester. In order for a student club to be officially recognized by ISR, the club must have at least five members, a faculty sponsor, and a meeting place. Furthermore, the purpose of the club must be clearly articulated and consistent with the school's core values. Clubs and groups are expected to meet once a week in a consistent location during the club or service period.

AFTER-SCHOOL ACTIVITIES (ASA)

A wide range of after-school activities is offered from 15:25-16:10. Students select new ASA at the start of each semester and the programme is organised by the ASA Coordinator.

SECONDARY SCHOOL STUDENT COUNCIL

The Student Council is governed by the ISR'S Secondary School Student Council Constitution and is a formal link between the students and the Administration. The Student Council is comprised of officers from each Grades 6-12, and is overseen by the Student Council officers and the sponsoring teacher.

PARENT TEACHER ORGANISATION (PTO)

The Members of the Association may also form the school's Parent-Teacher Organization (PTO) which contributes to the school and community by volunteering and organizing special events and projects. The PTO brings parents/guardians and staff together in order to cooperate and work for

the education of the children of ISR. The PTO supports ISR in various fundraising events and family activities in order to provide ISR with a successful educational environment.

MATERIALS FOR CLASS

The school provides exercise books for students to write in. Students in older classes may use file paper and ring-binder folders for notes, assignments and storage of papers. Increasingly, students produce work as soft-copy files which are submitted to teachers via Google classroom or other online media. The Secondary School does not provide students with expected stationery and other items, including: pens, pencils, rulers, protractors, erasers, compasses, scientific calculators and similar bits of equipment. It is expected that students bring all these each day, to each lesson in a suitable pencil case or other container.

LOCKERS

The school provides a locker for each Secondary School student. The locker is a convenient place for a student's personal possessions, books, coats, outdoor shoes, etc. The school reserves the right to search any locker or student bag at any time with or without notice to the student. Students should keep their lockers locked at all times, but especially if they leave valuable items in there. No valuables should be left in lockers overnight, at weekends or during holidays.

BOOK BAGS

We recommend that students use a book bag to keep books, papers and supplies neat, clean and dry. Use of a book bag can be helpful to a student in organizing his/her school materials and may even help him/her to remember to bring his/her books and assignments to and from school. There will be a fine to pay if damage to textbooks, even though accidental, is greater than would be expected through normal use and care. The amount of the fine will be determined by the condition of the book and replacement and delivery costs.

PERSONAL BELONGINGS

Students are responsible for all personal items that they bring to school, whether in lockers or not. We strongly advise that parents not send large amounts of money or valuable personal items to school with their children. **The school is not responsible for any lost or stolen property, including smart phones or other electronic devices.**

Students are NOT allowed to bring real or toy weapons, electronic games, portable stereos, matches, lighters or chewing gum to school!

Students should have both a pair of outdoor footwear and indoor shoes at ISR at all times, in order to reduce dirt entering from outside. Shoes may be left in or under lockers when not in use. Please be sure clothing, outerwear, boots, gym shoes and personal belongings are plainly marked for easy identification. There is a Lost and Found box where lost articles will be placed. Students/parents should check there for misplaced articles. These articles will be displayed before the end of the school year. Any items in good condition and still unclaimed at the end of the school year will be donated to charity.

Admissions and Grade Placement

ISR does not discriminate on the basis of religion, race, nationality or parent's occupation; however, the school is not equipped to educate children with more than moderate learning disabilities or severe physical disabilities. We will review each case individually to see if we have adequate resources for the child.

We place students into the appropriate grade based on their age on September 1 of their year of entry. When it appears most beneficial for the student, he or she may be placed in a grade lower than indicated on our placement chart, after discussion with the family.

Students are only placed in a grade *higher* than their age group in exceptional cases. Factors considered for such an exception might include:

- The age-grade cut-off date in the child's country of origin
- The child's successful completion of the equivalent grade elsewhere
- A transcript or report cards from the previous year demonstrating exceptional academic performance and social skill

The final decision on grade placement will be taken by the School based on all the information gathered through the application process.

On the occasions when there are 2 parallel classes in the same year group, various aspects are taken into account when compiling the groups. These include: boy-girl ratio, native languages, prior knowledge of English, students who have already attended ISR and new students, teacher suggestions regarding the dynamics of student interactions, etc.

If a class is full, eligible applicants may be placed in the waitpool until a place becomes available.

ENROLMENT POLICY

The official date of enrolment of a member in ISR is the date of payment of the membership fee. If the fee is paid by bank transfer the date ISR receives the full amount of the fee in its bank account is the date of enrolment. Tuition and other fees are set annually, generally in Spring, for the coming academic year.

ENGLISH PROFICIENCY TEST

All students seeking enrolment at ISR in Grade 2 and above are required to sit an English proficiency test to ensure that ISR is able to meet their educational needs.

In order to ensure a fair opportunity at success in the rigorous studies required in the Cambridge IGCSE and A level programmes, there is a minimum level of English required for entry into each grade level in the Middle and High school classes at ISR. MAP standardized tests are given as part of the admissions process and are carried out yearly to monitor student progress in English. The minimum passing levels are set for the start of each school year, so for entry into the school partway through the school year, they will be adjusted accordingly.

International students who do not speak Latvian and/or Russian may be admitted with a lower level of English on case by case basis as they will have reduced options for study in Latvia.

If a student has not made sufficient progress with English language development in any school year, s/he may be required to repeat a year of study or may not be offered a place in the following school year at the Director's discretion.

180 Instructional Days Each Year

The school calendar is set with a target of 180 instructional days for students per school year. However, for reasons beyond the control of the school, such as changes to national holidays, leap years, *force majeure* situations, etc., the number of days may be slightly more or less. If the number of days of school closure exceeds 5 days, it is likely that the school year would be extended or holidays would be reduced in order to compensate.

With regard to tuition refunds for situations of or similar to the types described above, ISR does not provide tuition refunds/reimbursements. These situations include, but are not limited to, school closure due to snow storms, cold-weather, power outages, construction defects, etc.

OPTIONAL SERVICES

Hot Lunch

For those parents who would like the service, the school provides hot lunches catered by an outside caterer. Lunches are ordered and paid per semester through the school receptionist.

Bus Service

A bus service is provided to the V9 campus from Kipsala and from Jurmala. The service is run by an outside company. For the school year 2017-18, this has been free. There is also a paid bus service to the Kipsala campus. Please ask for an application form and cost information at the front desk. Please note that unused bus service will not be refunded.

IV. ASSESSMENT & HOMEWORK

HOMEWORK

Middle School students have a homework schedule, based on their subject timetable, to prevent over or under-loading. For students in Grade 9 and 10, the homework is often assigned weekly, so students are expected to use common sense to break this up into manageable sections. It is approximately 2-3 hours per subject a week. To recognize the importance and value of rest and relaxation, G6-10 students should not usually expect to be given homework over the main winter vacation, except for reading and ongoing assessments. Homework assigned for three or four-day weekends or week-long vacations should not exceed the normal amount for a regular weekend.

For students in Grade 11 and 12, homework is often assigned weekly, and students are expected to break this up into manageable sections. It is approximately 3-6 hours per subject a week. Grade 11 and 12 students will likely be required to work over vacation at times to meet the demands of their A-Level courses.

All student class and homework should be put on Google Classroom by the teacher. This means that the assignments are accessible to students, and their parents, at home or elsewhere.

If a student does not complete homework or other pieces of formative assessment, the teacher is expected to use their professional judgement in managing the situation by assisting students to develop effective Approaches to Learning (ATL) skills. The teacher is encouraged to have direct conversations with the student, and contact home if necessary. If, however, the student over an extended period of time continues to have difficulty in demonstrating their learning, then the teacher should seek the support of the Homeroom teacher and, if necessary, the Secondary Principal.

Homework is defined as any work or activity, initiated in the classroom, which is to be completed outside regular class time, either independently or with parental support.

The purpose of homework is to:

- encourage students to develop the skills, confidence and motivation to study effectively on their own;
- consolidate and reinforce the skills and understanding developed at school;
- extend and enrich school learning, for example-through additional reading;
- develop and sustain the involvement of parents in their child's learning and keep them informed about the work that students are doing.

The Amount of Homework

The precise amount of time set for homework is less important than the nature and value of the tasks.

The total amount of homework set, either daily or weekly, should be consistent and manageable for students and related to their age and curriculum. Because no two students are alike, the time limits suggested are approximations; different students require varying amounts of time to complete the same assignment. Parents are advised to consult directly with teachers should they feel their child is spending either too little time or too much time on homework assignment with reference to the guideline provided above. Parents can monitor their children's homework assignments via Google Classroom.

Parents and guardians should:

- Provide a reasonably peaceful, suitable place for doing homework.

- Make it clear to children that they value homework, and support the school in explaining how it can help them make progress.
- Expect deadlines to be met and check that they are given encouragement and support, and give praise for the completion of homework
- Realise it is important that parents or tutors should not 'do' their children's homework, but should guide, encourage, interact and question (i.e. inquire)

Final Comment on Homework

It is vital that parents understand the importance of two activities on their child's health and future school success: outdoor play and recreational reading. Physically active play is necessary for the proper and full development of gross and fine motor coordination, the development of the visual, auditory and balance systems, and emotional development, among many others. There is an overwhelming body of evidence accumulated by brain researchers in the last several years, showing how integrated and interrelated the functions of the neo cortex, the limbic system and the brain stem are. Secondly, reading for pleasure, which is best done at home in a quiet environment with a variety of appropriate reading materials, is important. Success in reading is largely a matter of practice, once the mechanics of reading have been introduced at school. *"Loving books is an excellent predictor of future educational success. According to the OCED, being a regular and enthusiastic reader is more of an advantage than having well educated parents in good jobs."* (*The Economist, December 23 2006*)

Extended television viewing and the prolonged use of electronic games by young children, while perhaps not inherently harmful in themselves, take away time from both outdoor play and recreational reading. Parents are asked to reflect on this as well as the homework policy (above) when assessing the manner in which homework is assigned by the teacher or completed by the student.

Please register any general concerns you might have regarding homework with the homeroom teacher. Subject teachers can answer specific questions about homework in their subject. Conversations about homework and other learning related issues are deemed "essential conversations" at ISR. It is only through direct and personal communication with individual parents that teachers can come to understand your expectations or that you can interpret the purpose of particular homework assignments.

ASSESSMENT

In all programs, ISR seeks to discover and nurture the abilities and talents that each student possesses and to contribute to each student's understanding of the complexities of the world and to inspire each to realize their full potential. We believe assessment facilitates both teaching and learning and allows teachers to guide student growth and adapt their teaching practices to best meet students' needs. We aim for assessments to be relevant, have a multi-dimensional approach for various learning styles, have clear task objectives and allow students to strive for success. Assessment will also promote development of approaches to learning skills, valuable personal attributes and ISR Core Values.

PURPOSE OF ASSESSMENT

Assessment:

- Provides students with opportunities to demonstrate their knowledge, understanding and skills;
- Gives students clear guidance on how to improve and to define learning goals;
- Promotes student reflection of their learning through analysing and evaluating their work;

- Promotes teacher reflection on the learning and teaching process, which they can use to adapt their strategies and curriculum;
 - Provides meaningful information that cultivates students' growth and development;
- Reflects on the development of Approaches to Learning (ATL) skills, IB Learner Profile and IMYC Attributes and ISR Core Values.

ASSESSMENT PROCEDURES

Assessment in Grades 6-10 is related to criteria or learning objectives. Such assessment does not require mastery of each descriptor, students are not compared to each other and there is not an expected distribution of achievement. It is better described as a "best-fit" approach. The criteria for each subject reflect the objectives of the subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

These criteria are given in advance and clarified for each task so that students and parents understand assessment. Teachers provide students with the opportunity to reach the highest level by creating rigorous tasks. Formative feedback which is specific, personalized; timely; consistent and includes peer and self-assessment is ongoing. All summative assessments are calendared in advance on Google Classroom. Learning objectives or criteria should be assessed a minimum of twice per academic year. Feedback and levels of achievement for assessments are available to students and parents in the teacher's grade book on Engage (with effect from August 2018).

Summative Assessment Loading

In the unlikely event that a student finds his/herself with more than two summative assessments due on a particular day, he/she should contact his/her teachers and/or homeroom teachers in advance to determine a reasonable solution, which may include rescheduling some of the work.

Teachers and students will collaborate to attempt to ensure that students do not have more than two in-class summative assessment tasks on any given day. It is expected that the students will communicate any clashes in assessment to their homeroom teachers or subject teacher.

Application for an extension to a deadline

- The teacher may give the student an extended deadline to complete the assessment when requested in advance. The length of time of the extension is up to the professional judgement of the teacher.
- Students should be mindful that requesting an extension in one subject, may impact the ability to complete work in another subject.
- No extensions will be given for in-class tests or examinations.

Late work or non-submission of summative assessment tasks

In criterion related assessment, punitive action (except when the validity of the work submitted is in question) must not affect a student's level of achievement in an assessment task. While late work may contribute to the awarding of a lower achievement level due to the quality, work will not be marked down as a direct consequence of being late.

Teacher-Student Procedures:

1. The student will be asked to explain why he/she failed to submit the required work on time.
2. The teacher should follow up with the student to encourage and support through developing approaches to learning (ATL) skills. A plan of action to complete the work is decided. This can include attendance in catch up class during break and study halls.

3. The student work may be assessed by the teacher when submitted. This feedback will be recorded as a comment in the gradebook and on the work, but no level of achievement will be awarded.
4. If the student fails to follow through the plan of action outlined in step 2, the teacher informs the homeroom teacher and, if necessary, the Principal and the issue moves to a higher level of concern which would likely include a parent meeting and possible inclusion of the Principal.

Substandard Summative Assessment Tasks

Situations where the quality or quantity of the work handed in is not a reflection of ability, but is rather a reflection of a low level of application are considered examples of substandard work. If a student's work on a summative assessment task fails to show the necessary learning, then the following procedures are followed:

Teacher-Student Procedures:

1. The student will be asked to explain why he/she failed to show the necessary learning.
2. Teacher writes a report which is copied to the parent, homeroom teacher and Principal. The teacher follows up with the student to encourage and support through developing approaches to learning (ATL) skills. A plan of action to support the student is decided. This can include extra practice, attendance at office hours, and study halls.
3. The student may be asked to retake or to amend the assessment task. This feedback will be recorded as a comment in the Gradebook and on the work, but the level of achievement will not be altered.
4. If the student fails to follow through the plan of action outlined in step 2, the teacher informs the homeroom teacher and, if necessary, the Principal and the issue moves to a higher level of concern which would likely include a parent meeting and possible inclusion of the Principal.

A lack of effort or poor attitude may be reflected in a descriptive comment in the Semester report. It is the student's responsibility to complete all required work in each course and to make use of the support networks available at ISR.

Summative Assessment Loading

Teachers will work together to ensure that students do not have more than two (2) in class assessments on any given day.

In the unlikely event that a student has more than two tests or major assignments due on a particular day, they should contact their teachers and/or homeroom teacher to determine a reasonable solution, which may include rescheduling some of the work.

Determining Achievement Levels

To determine a level of achievement for each learning objective or criterion, teachers gather sufficient evidence to decide whether a student is working at the lower or higher end of a descriptor. Teachers start at the first descriptor and move up, until the descriptor no longer describes the student work; the work will then be described by the previous descriptor. If the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band, the teachers will use their professional judgment in determining the descriptor that best fits the student's performance. The achievement levels should accurately reflect what students can do. In cooperative

learning activities, the input of individuals will to be carefully documented so that the achievement levels for individual students can be determined.

V. STANDARDS OF ACADEMIC PERFORMANCE

GRADING POLICY

The marks awarded for each course in Grades 6-10 range from A* (highest) to F (lowest), with A-B being the target grades and grades of C or above resulting in the award of school credit towards the High School diploma in Grades 9-12. Grades are awarded based on the extent to which students master basic and advance academic skills, such as:

- Knowledge and understanding of content and concepts
- Critical thinking, reflective, research and independent learning skills
 - Application of standard methods
 - Analysing and presenting information
 - Evaluating and constructing arguments
 - Creative problem-solving
- Intercultural understanding and international outlook

The following grade descriptors are a compilation of the characteristics of performance at each grade for school and examination courses in general, and are intended to help explain the academic achievement required to achieve a particular grade.

GRADE DESCRIPTORS

EFFORT GRADE DESCRIPTORS

Effort	Key Word	Descriptor
E*	Outstanding	Pupil has met criteria for "E", but has shown exceptional commitment to their work. Independent work and self-directed study is evident.
E	Excellent	Pupil is self-motivated and always tries their best. All work is completed on time and to a standard exceeding expected ability.
G	Good	Pupil consistently tries hard and shows commitment and interest. Work is completed on time and to an appropriate level of effort.
S	Satisfactory	Pupil generally puts in a reasonable effort and shows commitment and interest. Work is usually completed on time and to an appropriate level of effort.
U	Unsatisfactory	Minimal effort is being put in and pupil is disengaged. Work is rarely completed on time or is to a standard that is far below their potential ability.
I	Inconsistent	Pupil has varying levels of effort and sometimes produces good work and at other times fails to complete work on time or to a standard in line with their expected ability. Pupil may be coasting and not achieving their potential.

ACHIEVEMENT GRADE DESCRIPTORS

Grade	Middle School Descriptor	High School Descriptor
A*	Exceeding	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
A	Mastering	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
B	Securing	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
C	Developing	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
D	Beginning	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
E	Limited Evidence	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
F	No Evidence	Minimal achievement in terms of the objectives.

EXPECTATIONS OF ACADEMIC STANDARDS

Secondary School students at ISR are expected to maintain minimum standards of academic performance in order to be promoted to the next grade level.

These minimum standards are as follows:

1. A student must study
 - all the required subjects in Grades 6-8,
 - a minimum of 7 academic subjects in each Semester in Grades 9-10,
 - 4-5 AS subjects in Grade 11,
 - reducing to 3-4 A Level subjects in Grade 12.
 - Exceptions to this policy require the approval of the Secondary School Principal, in consultation with the Learning Support Specialist.
2. A student will be considered to be *Academically at Risk* if for one Semester report they have:
 - An average achievement level less than C in more than one subject.
 - An effort grade of U or I in more than one subject.

3. A student will be placed on *Academic Probation** if for a second consecutive Semester report they have:
 - An average achievement level less than C in more than one subject.
 - An effort grade of U or I in more than one subject.
4. Students at a level of Academic at Risk or Academic Probation are likely to be required to attend academic support classes.
5. If a student on Academic Probation does not achieve sufficient academic progress, then one of the following outcomes will likely need to be considered
 - Modification of the student's academic program.
 - Grade level repetition
 - Discontinuation of ISR Education**
6. Normally, a grade of less than D on a High School course will result in a student not receiving credit for that course. Students on an individually modified programme may receive credit towards a modified High School diploma irrespective of the academic grade achieved, provided that they have worked to the best of their ability. In this case, the HS Diploma would be indicated as modified.

*If there are extreme concerns about a student at any point in the school year as demonstrated by low achievement levels in many subjects, then it is possible for a student to be moved straight to a level of Academic Probation.

**Should a student fail to raise his or her grade out the probationary range by the end of the Semester, a meeting of all concerned parties - administrators, homeroom teacher, teachers, and parents - will be held to determine whether or not continuing at ISR is in the student's best interest.

ACADEMIC PROBATION

Being on Academic Probation (AP) means the student in question is earning unacceptable grades (given their ability i.e. they are underachieving) that may result in the student's having to repeat one or more courses or, in the most severe cases, withdraw from the school. A student may be placed on academic probation on the basis of effort or achievement grades. The period of academic probation will extend until the next set of progress or Semester grades, whichever is sooner. The goal of placing a student on academic probation is to help the student improve his or her grades. As a means to this end, during the period of probationary status the student's grades will be monitored regularly. As specified in the section below, the student's involvement in extracurricular activities may be curtailed while the student is on academic probation. Should the student fail to raise his or her grades out of the probationary range by the end of the Semester, a meeting of all concerned parties - administrators, homeroom teacher, teachers, and parents - will be held to determine whether or not continuing at ISR is in the student's best interest.

ACADEMIC ELIGIBILITY

A student who is on Academic Probation is ineligible to participate in activities such as sports tournaments/contests, Model European Parliament or Model United Nations and other like events as determined by the Principal, until such time as they are removed from Academic Probation.

An ineligible student can be given permission to participate at school in sports practices or other activities that do not take time away from school. He/she may not, however, play in inter-school sports and will not be permitted to travel with the team.

Students in good academic standing will not be required to undergo weekly academic eligibility reviews.

SEMESTER, REPORTING & CONFERENCE DATES:

REPORTING PROCEDURES

ISR issues official reports for all Secondary School students each Semester, which reflect the achievements of the student at that point and give subject specific recommendations on how the student can improve their understanding and level of achievement towards a final grade. Each Semester is assessed independently. There are also two parent teacher conferences during the school year in October and March. These conferences provide the opportunity for parents to discuss their child(ren)'s progress mid-semester.

Both the Semester 1 and 2 reports will report levels of achievement against IMYC learning outcomes (G6-8), IGCSE criteria (G9-10) or A-Level criteria (Grade 11-12). Grades 6-9 Semester Reports are issued in January and June, whilst G10-12 Semester reports are published in December and April in order to fit in with external examination dates.

Semester Reports for Grades 6-12 give subject achievement and effort grades and will include Homeroom Teacher and Subject Narrative Reports. The Homeroom Teacher Comment is based on the interactions between the homeroom teacher and the student and integrates and interprets comments from the student's teachers, club sponsors, any outdoor education experience and sports coaches, thereby providing a synthesis of the student's growth throughout the period.

All Semester grades and comments are published electronically via Engage. A student's final school transcript as reported to colleges shows a student's Semester 1 and 2 grades in academic courses.

VI. ACADEMIC POLICIES

ACADEMIC HONESTY POLICY

The spirit of the ISR honesty expectations align with the principles of the IB learner profile to form our student learner outcomes. We encourage our school community to be:

- **Inquirers** – who can conduct inquiry and research using skills they have developed at ISR
- **Knowledgeable** – who understand the meaning of academic honesty and malpractice and explore concepts, ideas, issues and perspectives
- **Thinkers** – who can assimilate and incorporate information with their own thoughts
- **Communicators** – who maintain transparency about their work and acknowledge source material
- **Principled** – who conduct themselves ethically and respect intellectual property
- **Open minded** - who are accustomed to seeking and evaluating a range of points of view

Ensuring Academic Honesty

The primary means for ISR members to uphold both the honesty code and standards of academic honesty is to show respect for and recognition of intellectual property. Acknowledgement of the origin of property not belonging to a member is required, especially for written work submitted for peer review, publication and/or assessment.

ISR employs the Modern Language Association (MLA) format for the citation and reference of source material. The complete guide to the MLA format is available at: <http://www.mla.org>. The library has multiple examples for students to access.

As a school community we promote academic honesty in a positive and practical way across our school, and stress the benefits of properly conducted academic research and a respect for the integrity of all forms of work.

Student guidelines

The academically honest student agrees:

TO

- keep and maintain accurate, personal course notes;
- acknowledge explicitly and appropriately any help provided by another person;
- ask beforehand what kind of external help is permissible;
- document source material from a variety of sources in a formal and appropriate manner;
- use direct quotations appropriately;
- understand the concept of plagiarism;
- understand the consequences of malpractice regarding both school-based work and external examinations and assessments;
- follow all exam rules.

NOT TO

- copy the internal assessment work of other students;
- share with others information about contents of an assessment that allows for an unfair advantage;
- give another student his/her work to copy;
- submit work done partially or completely by another person;
- use notes during a test, unless allowed by the teacher or permitted by the examination rules;
- use electronic devices to gain an unfair advantage;

- purchase and submit pieces written by someone else;
- write essays for other students;
- present artistic or creative work in any medium that has literally been reproduced, except in a manner allowed by the teacher or permitted by the examination rules.

In a cohesive and comprehensive way, students will receive instruction in:

- formal skills for acknowledging source material based on standard practice (regarding such areas as footnotes, in-text citation and bibliographies, including annotated bibliographies);
- research writing techniques;
- data gathering techniques;
- the planning, preparation and execution of research based writing assignments;
- determining bias in reference material;
- techniques for acknowledging and citing direct quotations;
- skills of paraphrasing;
- techniques for acknowledging paraphrasing and the use of in-text citations;
- evaluation of a variety of sources;
- techniques for using translated material;
- the difference between collaboration and collusion.

** Adapted from Beijing City International School, Beijing, China, Osaka International School, Osaka, Japan, and Chadwick International, South Korea.*

Definition of academic dishonesty and malpractice

The definition of academic dishonesty is a behaviour which results in a student gaining an unfair advantage in one or more assessment components.

- **Plagiarism:** *this is defined as the representation of the ideas or work of another person as the candidate's own.*
- **Collusion:** *this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.*
- **Duplication of work:** *this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.*

Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room or test, misconduct during an examination or test, falsifying a record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination, making use of or copying other student's work etc).

Taking unauthorized material into an examination or leaving a test to refer to unauthorized material, is the most common form of malpractice. Such material may include a student's own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator.

Plagiarism is another common form of malpractice, which can include:

- copying and using answers from another student without citation and/or reference
- cutting and pasting material from a website without citation and/or reference
- translating and using text from a foreign language without citation and/or reference using a teacher's exact words without reference and/or consent
- having a tutor edit and re-write the work or gathering materials from an out of school tutor

'Self-plagiarism' is also malpractice. Students cannot, for example, submit the exact piece of work for two different assessments. For example, in IGCSE or A Level the presentation of the same work

for different assessment components of IGCSE or A Level is a duplication of work and therefore constitutes malpractice.

Collaboration is not collusion. Collaboration is encouraged between students where each student's contribution is equally divided and recognized. Where a group may collaboratively gather data, the analysis and reporting is often expected to be authentically that of each individual student.

Collusion however can include:

- allowing your work to be copied during a test;
- telling a student what material appears on a test;
- lying to or misdirecting an investigation into student malpractice.

Teachers at ISR, regularly use software such as turnitin.com to detect plagiarism.

CONSEQUENCES OF MALPRACTICE

Academic dishonesty is considered a major infraction, which will likely result in disciplinary action.

Any suspicion of malpractice that arises after a student has submitted their work must be reported to the Secondary Principal. Furthermore, any student suspected of malpractice during an examination will be reported by the teacher to the Principal.

GRADUATION REQUIREMENTS

The High School graduation requirements are that:

1. Students attain a total of 24 credits over the course of Grade 9-12.
2. Students study a minimum of four courses at Grade 11 and three courses at a Grade 12 level for the entirety of the year.
3. Meet the minimum requirements for each subject as follows:

Subject Area	Credits Required
English	2
Mathematics	2
Science	2
Social Studies	2
Language	2
Arts & Technology	1
Physical Education	2
Electives – subjects in excess of above	11
Total	24

The above requirements are minimum levels for graduation, however in most cases, to best support student entrance into college, we would expect that students would attain four years of study in a number of the core subject areas of English, Humanities, Mathematics and Sciences, more than two years of a Second Language and a minimum of two years of Arts and PE. The Grade 11-12 programme follows the UK A-Level system, which does not require students to study English or Mathematics.

One Credit is awarded each year for the full-time study of year-long subject in Grades 9-12 at ISR, subject to the student gaining a grade D or above in that subject. Partial credits may be awarded for subjects that have less hours than a regular course of study. Transfer credits from other recognized

schools may also be awarded as partial credit in line with how they were awarded at the other school.

VII. OTHER PROCEDURES AND POLICIES

LANGUAGE POLICY

Within the ISR (ISR) Core Values of Respect, Responsibility, Compassion, Honesty, and Fairness we endeavour to promote the diversity of cultures and languages.

In our increasingly global society we strive to educate our students to think and communicate with a holistic worldview. Aligning with the IB Learner Profile of being “Open-Minded” we encourage ISR students to understand and appreciate their own cultures and personal histories, and to be open to the perspectives, values and traditions of other individuals and communities. Being open-minded, they are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. We aim to foster the cultural enrichment that is derived from diversity of backgrounds and experiences, and that forms our dynamic ISR community. We recognize the critical role of language in teaching and learning at ISR. Language is involved in all learning and is central to educational progress.

LANGUAGE OF INSTRUCTION

English is the language of teaching, learning, and communication at ISR. We want all communication to be inclusive rather than exclusive, to this end, we encourage students to speak in a language that all people on campus can understand.

There are times when students need to use their mother tongue to communicate a particular concept to a friend, or they may slip into their mother tongue when celebrating such things as a goal in a soccer game, and we do not wish to discourage these behaviours. Proficiency in one’s mother tongue supports language learning. However, we are also aware that students may use mother tongue in certain contexts that are completely inappropriate and unwelcome: bullying, swearing, and name-calling. Engaging in such negative behaviour will have separate consequences which relate to the behaviour itself.

It is our goal to have students hold each other accountable to speak in English, but we recognize that teachers and administrators will have to regulate and support this as well. We are actively encouraging students to use English in the hallways and classrooms, when communicating with each other. The goal is to provide a community where we are inclusive in our language choices, and we must take appropriate steps to establish and maintain such an environment.

EXAMINATIONS

Examinations are administered at the end of Grade 9 and during Grades 10, 11 and 12. In year 2 of the IGCSE and A Level programmes students of Grade 12 will have Trial (Mock) Examinations. Students will be tested in a maximum of two subjects per day, and an exam schedule will be in place. Students are required to be at school for regular school hours during examination periods, except in the case of the IGCSE and A Level final exams when G10 and 12 students are given exam leave.

ACCOMMODATIONS

Students with learning support requirements may require reasonable adjustments to access the curriculum. These should be aligned with the SEN Inclusion Policy and the Language Policy. The student support team will help support teachers with accommodations, however the overall learning outcome must remain the same. Students with more challenging learning support requirements may require modifications to subject objectives and assessment criteria. This will be decided by the student support team using official documentation.

EXTENDED TIME TESTING

ISR offers extended time for taking tests to those students who are eligible. The Secondary School generally follows the guidelines of Cambridge International Examinations in determining which students are eligible for extended time testing. When a student in the Secondary School takes extended time on tests in any class, this is noted on his or her official transcripts sent to colleges, as well as on semester reports sent home to parents. More information is outlined in the SEN Inclusion Policy.

COURSE CHANGE PROCEDURES – IGCSE & A LEVEL

1. Dropping a course or substituting an equivalent course at a student's request:

Subject to approval by the teachers involved, the Examinations Coordinator, College Counsellor and Secondary School Principal students, may request a course change before the end of the third full week of school. However, if a student wants to move to a new subject of study the move is subject to the availability of a place in that course. The course dropped will not appear on the transcript.

2. Dropping a course or substituting an equivalent course at the school's determination:

In consultation with the student and their family the school may suggest a change of subject at any time based on the level of performance or success of a student in a particular course. The course dropped may appear on the transcript dependent upon how long the student had been in the course and the level of commitment shown by the student.

VIII. STUDENT SERVICES

HOMEROOM

Each student has a homeroom teacher who will work closely with his/her advisees to achieve meaningful communication between students, parents, and the school. Parents are encouraged to contact their child's homeroom teacher at any time when such communication is desired.

LEARNING SUPPORT

The individual needs of students are assessed by the Learning Support teacher who then guides students, parents and faculty in the structures and strategies to best support the student. For some students this may mean short-term help, while for other students they may benefit from ongoing, scheduled support for their learning needs. Students who need short-term help with study skills, personal organization, time management or test-taking strategies can be supported individually or in small groups on a drop-in or scheduled basis. In addition, the Learning Support Specialist can help assess students' reading fluency and comprehension, basic math skills, and discuss their preferred learning styles and strategies.

GUIDANCE COUNSELLOR

The role of the school's Guidance Counsellor is to enhance communication between the school and families, and to provide emotional support as needed for the ISR students. Student conversations with the school Counsellor will be kept confidential unless such information places either that student or others at risk. The Guidance Counsellor is responsible for coordinating the homeroom teacher program. Both students and parents are encouraged to communicate directly with the Guidance Counsellor.

The primary role of the Guidance Counsellor is to be an advocate for all of ISR's students. To that end, he/she is involved in the academic, personal/social and college/career aspects of the students' lives. Academically, the Counsellor will help monitor grades and classroom behaviour in order to ensure that students maintain the attitudes, knowledge and skills needed for present and future academic success. Personally and socially, the Counsellor will help students to develop positive self-regard and interpersonal skills, will guide them in making healthy and informed decisions, and will teach them coping skills for stressful and difficult situations, both in and out of school.

The Counsellor's role also includes being available for individual conferences with students and parents and being involved in the admissions process, orientation of new students, classroom presentations, when requested, and conflict mediation.

The personal counselling referral process is as follows: a student may self-refer by filling out a form in the Counselling Office and making an appointment. The student is usually seen within 24 hours when both that student and the Counsellor are free. As for a teacher-referral, the teacher will fill out a referral form and hand it to the Counsellor for follow up with the student. The Counsellor will then see the student, usually within 24 hours. After the Counsellor has seen the student, she/he will respond to the teacher, informing her/him that the student was seen, sharing necessary information and giving that teacher some idea of future contacts. Of course, in an emergency situation, the student will be seen immediately.

UNIVERSITY & COLLEGE COUNSELLING

ISR is committed to guiding our graduates to gain acceptance into colleges and universities throughout the world. The Counsellor oversees the college application process and meets with students and parents to discuss college choices, standardized testing, and other related issues. The formal counselling process begins in Grade 11 and continues through to the completion of the

college application process in Grade 12. The Counsellor will guide Grade 11-12 students throughout the entire college process in order to ensure that they are targeting appropriate institutions and meeting deadlines.

For careers counselling, the Counsellor will assist students in understanding their personal traits and talents in ways that allow them to acquire the necessary skills for exploring the world of work and for making informed career decisions.

LIBRARY

The library strives to be a welcoming space for the entire High and Middle School community. Students and staff are encouraged to use the library for study, collaboration, reading and relaxation. The library has a wide selection of books reflecting our multicultural world and the various languages spoken by our students. Books are selected that support, expand and deepen the curriculum. Students are encouraged to borrow books and read for pleasure. The library offers curricular and reading support from the librarian and via the online databases the school subscribes to. Magazines are placed in the school's common areas for easy access with the understanding they will be returned when finished. The librarian helps maintain the welcoming, student centred library that functions as the heart of the school.

HEALTH, ILLNESS & INJURY

SCHOOL NURSE

ISR has a registered nurse on duty throughout each school day. In the event of an accident or illness, the nurse will make every effort to contact the parents immediately.

MEDICATION

Medication can only be administered by the School Nurse, and **only** with the written consent from the parent (*Authorization to Administer Medications Form*). If special medication is required for any student, the following procedure should be carefully noted:

- The medication should be in a container labelled with the student's name and the contents.
- The nurse should have written permission from a parent authorizing her to dispense the medicine, including the name of the medication, reason for its use, and time it is to be given.
- The medication and the permission note must be brought to the nurse upon arrival at school.
- The above applies to all medication, including painkillers and other over-the-counter items.
- Parents are responsible for medical insurance coverage for their children.

If the School Nurse is absent, an administrative staff member will be designated to administer medications. All medications will be kept in the medicine cabinet in the Nurses Office. Exceptions are made for medicines for allergic reactions and asthma inhalers, which can be kept in the classroom or in the child's backpack.

ALLERGIES

Parents/Guardians must notify both the School Nurse and classroom teacher regarding any severe allergies that their child may have. An *Allergy Action Plan* form is kept on file with the School Nurse. The School Nurse will alert all staff members of students with severe allergies and will train applicable staff members in the use of EpiPens. (Epinephrine, form of adrenaline for allergies)

ILLNESS

Children who arrive at school ill or who become ill at school are to be escorted to the School Nurse. When applicable, the School Nurse will notify parents/guardians to take the child home. Until parents/guardians arrive, the School Nurse will take appropriate measures in caring for the child.

Children with any of the following ailments will be sent home immediately:

- **Communicable Diseases – e.g. scabies, chicken pox, measles, mumps, rubella, scarlet fever, pertussis, parvovirus.** Children must provide a doctor's note and must be fever and symptom free prior to returning to class.
- **Conjunctivitis** (pink eye) – red, itchy eye(s) with yellow discharge. The student may return to school after using antibiotic eye medication for 24 hours.
- **Fever** - temperature over 37 Celsius. The child must be free of fever (37 degrees) for 24 hours before returning to school.
- **Head Lice (Pediculosis)** – Children found to have lice or nits (eggs) will be excluded from school and must remain at home one full school day. After treatment and removal of all lice and nits, the child - accompanied by a parent/guardian – must be examined by the School Nurse prior to re-entering the classroom. School-wide head checks are performed during the first week of school and following each extended school break.
- **Respiratory (common cold or flu)** - fever, chills, runny nose, nasal congestion, frequent coughing, fatigue, sore throat, and/or headache. No symptoms for 24 hours before returning to school.
- **Rashes of known origin** – impetigo (honey-crusted lesions), tinea corpora (ringworm). Must provide a doctor's note and may return to school after beginning proper medication for 24 hours.
- **Rash of unknown origin** – requires a doctor's note identifying the rash. If deemed not contagious, may return in 24 hours.
- **Sore Throat** – if the School Nurse clinically suspects a strep throat infection, then a proper diagnosis by the child's doctor, using rapid strep test and throat culture, is required. If determined to be strep throat, a child may return to school after beginning antibiotics for 48 hours, and must be fever and symptom free.
- **Unusual irritability, restlessness, listlessness** – are usual signs of oncoming illness in younger children.

Children who are out sick from school for 3 or more days require a doctor's note to be handed in to the School Nurse.

INJURIES

Students injured during the school day are to be escorted to the School Nurse. Staff must fill out an *Accident Report Form* for any injuries sustained on school property. The School Nurse will initiate first aid treatment whenever necessary. Following first aid, the student will be placed under the care of his/her parent/guardian, upon whom rests the legal responsibility for subsequent treatment. Any injury that occurs at home should be seen by the student's own physician.

EMERGENCY RESPONSE

In the event a student becomes seriously ill or injured, the School Nurse will initiate first aid treatment and will activate our emergency response system – (calling for an ambulance, notifying the parents, beginning CPR or lifesaving techniques). In the event of the School Nurse's absence, a trained administrative staff member will initiate first aid treatment and will activate the emergency response system.

PHYSICAL OR SEXUAL ABUSE

If a teacher suspects a child (children are classified as under 18 years of age) is being physically or sexually abused, s/he is required (by Latvian law) to inform the *Rīgas Pilsetas bērnu tiesību aizsardzības centrs* (City of Riga Children's' Rights' Protection Centre) at 6733 4441. The school is developing a comprehensive Child Protection Policy, which will be shared with staff and parents.

IX. EXTRA-CURRICULAR PROGRAMS

ATHLETICS: SPORTS AND PHYSICAL EDUCATION

The Physical Education Programme is designed to offer students a variety of learning experiences and is a regular and important part of the curriculum. It stresses the development of physical, social and mental well-being.

If a student is to be excused from physical education classes for an extended period of time, s/he must have a written statement signed by the family physician. Students who are excused for a single lesson must present a valid written excuse signed by his/her parents.

Students are required to wear clothing suitable for physical education. This includes gym shoes, shorts or sweatpants, and a T-shirt and/or sweatshirt.

PE classes take place in the Olympic Centre, three minutes' walk from V9. The precise days and times for gym will be given to each student at the beginning of each school year.

ISR offers a variety of interscholastic sports and physical education activities in which students learn valuable lessons and skills that will serve them well throughout their lives.

Sports practices generally happen during the afternoon ASA time. ISR encourages students to participate in both sports and the performing arts.

In consideration of the demands of interscholastic competition, every effort will be made to schedule no more than two contests in any single week. To be allowed to participate in any kind of sports activities in the afternoon, including both practices and games, students must attend all their morning classes that day.

X. ATTENDANCE POLICY

SCHOOL TIMETABLE

Class timetables, showing lessons times, can be accessed via <https://isriga.edupage.org/>

ALL-DAY ABSENCES

In the event that a student has been or will be late or absent, parents should notify the school by emailing or calling Frontdesk (frontdesk@isriga.lv or +371 6762 4622) and copying email to the homeroom teacher. Calls before 8:00 a.m. will be received by an answering machine.

ARRIVAL ON CAMPUS

Students are expected to be on campus in time for registration at 8.20 in homeroom and to remain at school until the end of the school day. Grade 11 and 12 students are allowed to sign out during free periods or at lunchtime, provided their parents have signed the relevant permission form at the start of the school year. All students and staff are required to wear indoor shoes, particularly during inclement weather. This helps our school stay clean and tidy.

LATE ARRIVAL

Students who arrive at school after the start of school must sign in at the Secondary Principal's office and then go to class.

Students arriving late to school will most likely be counted late, regardless of the reason for their lateness, unless a student is on the ISR bus. After being absent for 10 minutes of the first period, students will be considered absent from the whole period. In this case, students must bring parental notes explaining the reason for their late arrival. Failure to do so will result in an unexcused absence. In general, an excused absence will only be accepted for bona fide illnesses or other extenuating circumstances as determined by the Principal. In order to comply with these expectations, parents are strongly encouraged to make routine medical and dental appointments outside the school day.

EARLY DEPARTURE

Any student who needs to leave campus for a valid reason during the school day must:

1. Turn in a signed parental note at the Principal's office or have a parent email or speak directly to the Secondary Principal (+371 67893638) explaining the reason for the departure, before departing.
2. Sign out in the Principal's office upon departure.
3. Sign back in upon returning.

If a student becomes ill while at school, he or she should report to the school nurse and, on the nurse's recommendation, may sign out to go home after contact with a parent is made and confirmed.

LATES AND UNEXCUSED ABSENCES

Regulations regarding Lates and Unexcused Absences apply for all activities in which students engage during the course of the school day (morning and afternoon classes, study periods, after school activities etc). No credit will be given for any assessments missed in the unexcused absence, and no extra help will be offered on class material covered.

A Late is defined as a student being late to class or homeroom without an explanatory note from a parent or other staff member.

- After 05 Lates: Meet with homeroom teacher, parents contacted and a detention.

- After 10 Lates: Meet with Principal.
- After 15 Lates: Meeting with Principal, homeroom teacher, parents and student with likely outcome being the student being placed on Disciplinary Probation.

Arrival to a class more than 10 minutes into the class period will be considered an unexcused absence unless a note is given by another member of staff or the school office.

GENERAL CONSEQUENCES FOR UNEXCUSED ABSENCES

An **excused absence** is any absence where a parent gives permission for the student's absence due to illness or family circumstance, however any work missed must be made up in a timely manner otherwise the absence will be considered an unexcused absence.

Any absences from school on days connected to school holidays are automatically determined to be unexcused absences unless approval has been received by the Principal. Request for absence associated with nonessential travel arrangements are automatically determined as unexcused absences.

MINIMUM ATTENDANCE REQUIREMENTS

School education is compulsory up to the age of 16 in Latvia. Students are required to have 9 years of basic education, which in the state system is followed by 3 years of secondary education.

The **maximum** number of days a student from Secondary School should miss in an academic year is **20 days**, and a note will be sent home to parents when a child has already missed 15 school days.

In reviewing individual cases, the reasons for each absence will be considered. Frequent avoidable absences, such as routine appointments that can be scheduled outside the school day, are likely to negatively affect a student's grade due to missed work and assessments. Bona fide medical excuses will be taken into account and the school will, where feasible, assist students in catching up after long-term medical leave. Student involvement in training for or participation in organised sports' competitions may also be considered, provided that parents give two weeks' written notice of student absence and students complete any work they might miss.

ABSENCES

In cases of extended absence, the homeroom teacher is the resource person to help set up a timetable with priorities. When students miss school due to illness, they usually will not be well enough to catch up on work until they return. Teachers are flexible in allowing make-up work in cases of an extended absence. However, if a pattern of absences appears at the time of assessments or assessment deadlines, discussions will have to be held. Teachers are likely to be asked to change assessments if students are absent on assessment dates, so this is an issue that affects teachers significantly. In general, for assessment deadlines, being absent on the day of a deadline will not result in an extended deadline, the student will still be expected to submit the assessment either digitally or via another student or family member.

EXCUSED ABSENCES

In general, a student will be granted a grace period equal to the length of an excused absence to make up academic work missed. Parents may withhold students from school whenever they wish for whatever reason they wish, but the school, not parents, reserves the right to define whether or not an absence is excused. Chronic absences on test days or assignment due dates, for example, necessarily generate administrative concern out of a desire to observe the school's core values of fairness, responsibility, and honesty.

ABSENCE FOR COLLEGE VISITS

Students in Grades 11 and 12 may be given approval to miss up to five days of school during the school year in order to visit colleges for special circumstances such as consideration for sporting scholarships and/or essential enrolment meetings. These are considered excused absences. Students are required to seek the approval of the University Counsellor and Secondary School Principal in advance of their trip. In addition, they must meet with all of their teachers in advance to make a plan for completing all missed work either before or after their trip. The student must complete an excused absence form before they leave, which includes the signature from each of their teachers to confirm that a plan is in place to make-up all missed work.

EXCUSED ABSENCES ON DUE DATES FOR MAJOR ASSESSMENTS

If a student has an excused absence on the due date of a major assessment, e.g., a test, paper, presentation, etc, the following procedures will apply:

- On missing an assessment, the teacher shall note the absence and failure to sit the assessment.
- After the first such instance the student may make up the assessment or hand in the assessment on a subsequent day, provided the parent of the student communicates to administration that the student was ill or experienced some other family emergency, and that the parent knew the student would miss an assessment on the day in question, but it was unavoidable.
- After the second such instance, the teacher will inform the Principal and a meeting may be called between the student, the student's parents, the student's homeroom teacher, the teacher, and the Principal to discuss the student's absences on due dates for major assessments.

MEDICAL LEAVE OF ABSENCE

A Medical Leave of Absence is a planned and approved absence from campus for the ongoing evaluation and management of physical and/or psychological illness that, in the opinion of the Principal, cannot be adequately treated or best served were the student to remain on campus. The Principal, in consultation with the school Counsellor, nurse, homeroom teacher, and other appropriate resources grants a Medical Leave.

In determining the need for a Medical Leave of Absence, school administrators and the nurse take into consideration the various medical, psychological, academic, athletic, social and personal needs and commitments of the student. In addition, the safety and well-being of the student, his/her schoolmates, and the campus community at-large are considered in determining the need for such an absence. The student and the student's family reserve the right to refuse the conditions of the Medical Leave of Absence by withdrawing the student from the School at any time.

SCHOOL CLOSING

If the morning temperature on a given day at 6:00 is -25°C or lower, school will be closed for the day. The school administration consults the Riga Metrological Center – telephone information 1188 (English spoken) or www.apollo.lv. In case of school closing, each family will be contacted through our call chain. The information will also be posted on the website.

AFTER HOURS ACCESS TO CLASSROOMS

Students are expected to have removed their belongings from classrooms before the end of the day (15:30 pm). The cleaning staff will not let students into classrooms after school hours. On

weekends, students are not to be in the buildings unless they are participating in or attending a special event such as a sports contest. This policy is due to health and safety concerns.

LATE PICK-UP FROM SCHOOL

The school will not assume any responsibility for the safety and supervision of students who remain on campus more than 20 minutes after the scheduled dismissal time, unless they are involved in a supervised activity, are studying in the canteen or are meeting with a teacher. Middle or High School students who remain later for their rides may do so in the locker area of the school; in addition, the canteen will be available for quiet study. The campus is unsupervised and closed to students from 1600.

VISITORS

Visitors/parents are welcome to visit ISR. For security reasons, however, all parents/visitors must first report to the Principal's office. This includes parents who are picking up their children early. Visiting students who are not enrolled at ISR must obtain special permission from the teacher and the Principal for a one-day visit one week before such a visit. All school rules and regulations for students also apply to visitors. Once the visitor arrives, he/she should check in with the Principal and relevant Homeroom teacher before attending classes.

STUDENT PRIVILEGES

Students in Grade 11-12 who are in good academic and disciplinary standing and who have completed an Off Campus Permission Form can leave campus during school hours as approved. This privilege can be revoked if students abuse the privilege.

XI. RULES AND REGULATIONS

CORE VALUES

The core values of ISR are respect, responsibility, honesty, compassion, and equity. Students, teachers and parents are expected to demonstrate these values. All guidelines and rules should be based on applications of the core values to specific situations.

BEHAVIOUR POLICY

The Behavior Policy is designed to create a safe, secure, respectful and caring atmosphere at the ISR, and the students are expected to develop individual responsibility for their behavior. ISR students are expected to be responsible for themselves and their learning and develop the characteristics expressed in the IB learner profile as individuals who strive to be caring, a thinker, principled, good communicators, balanced, a risk-taker, knowledgeable, an inquirer, open-minded, and reflective. In homeroom, they participate in establishing classroom agreements on behavior at the beginning of the school year and should follow the agreed upon rules.

Staff, students, parents and visitors to ISR are expected to conduct themselves in keeping with the ISR mission statement and the IB Learner Profile.

DRESS CODE

As an educational institution, ISR wants students to learn that their attire must fit the occasion. In a school setting, clothing that is considered too revealing is inappropriate and not allowed (e.g. tops that are too low and/or that leave the midriff exposed, skirts that are too short, trousers that sag below the hips or expose underwear). Students who dress inappropriately shall be advised by teaching staff and will be directed to the Principal and asked to change or may be sent home if their dress continues to be inappropriate.

Footwear: For reasons of safety and health, enclosed shoes (not sandals) must be worn in Laboratory Science classes and in PE. At other times students are encouraged to wear enclosed shoes, but are allowed to wear sandals. Flip flops and other like footwear are not allowed at any time due to safety and health concerns. Some form of footwear must be worn at all times, especially during winter, in case of evacuation.

GENERAL RULES

Maintaining the attractive appearance of the ISR campus is the joint responsibility of all members of the ISR Community. Therefore, everyone is responsible for disposing of litter properly, whether one's own or someone else's. Also, to minimize the litter on campus, students must keep all personal property with them or in their lockers.

Electronic devices, such as mobile phones, tablets and laptops may be brought on campus. Students may use them in classes for academic purposes if they are given explicit permission to do so by the teacher. Students should not use phones or other electronic devices during school breaks. The school will take no responsibility for loss or damage to electronic devices or other student equipment.

MOBILE PHONE USAGE

There is no mobile/cell phone use in the classrooms or during other required meetings unless specifically allowed by a faculty member for an academic or other appropriate purpose. If a phone call must be made or a text message sent or received while at school, students should make use of

the phone available in the Secondary Principal's office or the Nurses room. Phones should be set on vibrate at all times. The school will not take responsibility for phones at school.

BULLYING

The School prohibits acts of harassment or bullying. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, volunteers and students.

PLAYGROUND RULES

If a student is injured in the playground, the supervising teacher may ask an older student to escort the injured student to the school nurse. Teachers should leave their duty post only if the injury is extremely serious and it is preferable to send an older student to get the nurse. Any student injuries should be communicated to the parent.

PETS

Pets are not allowed on the school premises. If a parent or student would like to bring a pet to school, they must first receive permission from both the classroom teacher and the relevant Principal. The school is not liable for any problems that may arise while a pet is visiting.

PARENT CONCERNS

If a Parents or Guardians have concerns about their child's academic progress, behaviour, physical or social well-being, they should first contact the homeroom or relevant subject teacher. Should the concern remain unresolved, a conference with the relevant Principal, teacher/s, student and parent/guardian will be scheduled. Students attend on a case by case basis.

If the concern is about a behaviour or discipline issue, a closed meeting between the Director and the Parent shall take place should the concern remain unresolved after the evaluation of the conference with the Principal. A Board Member may attend at the request of the parent/guardian or Director. The outcome of such meeting may be cause for student suspension or expulsion at the discretion of the Director. Should discipline not be the concern, appropriate alternatives will be recommended. The Director is responsible for informing the School Board about the background of such decisions. All meetings will be recorded in writing.

MINOR RULES

Minor rule infractions will normally be dealt with by the homeroom or class teacher. Minor rule infractions include, but are not necessarily limited to the following:

- Disrespectful and/or disruptive behaviour in or out of the classroom;
- Bad language (swearing);
- Being careless with school property or the property of others;
- Demonstrating non-inclusive behaviour on multiple occasions, including choosing not to speak in the inclusive language (English at ISR).

Repeated minor rule infractions shall be referred to the Secondary Principal.

MAJOR RULES

Any of the following major infractions will result in disciplinary action and may result in suspension or immediate dismissal from school:

- Personal or academic dishonesty, including cheating, lying, collusion or plagiarism.

- Malicious behaviour, including physical, verbal, or cyber harassment toward others;
- Prejudicial, harassing, or discriminatory behaviour regarding race, gender, sexual orientation, socioeconomic status, nationality, religion, ethnicity, native language, physical appearance, medical condition, marital status, age, or physical or mental incapacity;
- Stealing;
- Violating personal privacy or possessions, including lockers, book bags, computer files, or other personal effects;
- Vandalism (damaging or defacing school or personal property, including computer files)
- Being off Campus without Permission;
- Repeated and serious violations of minor school rules;
- Behaviour, which damages the reputation and well-being of the school;
- Gambling or any other contravention of local law.
- Use of any tobacco products (including chewing tobacco) on campus or at any school-sponsored activity;
- Bringing, or in any way causing to be brought, providing or selling to others, using or being under the influence of illegal drugs or alcohol on campus or at any school-sponsored activity. Prescription medications become illegal drugs when they are dispensed to, possessed by, or used by a student for whom they are not prescribed; in such cases, both the student dispensing and the student receiving the medication are guilty of a major rules violation;
- Possession of firearms or any other weapons.

DRUG AND ALCOHOL POLICY

The primary goal of ISR'S policy on drugs and alcohol, aside from sending a strong message discouraging student use, is to provide an environment that is free of drugs and alcohol and, thus, safe for all our students from toddlers through to the senior classes. The fact that some substances and usage are so pervasive in contemporary society only strengthens our resolve to take strong measures to discourage their presence at school. The welfare of the ISR Community must take precedence over the short-term interests of an individual student: a strong deterrent must be maintained to discourage an individual from placing at risk the physical and mental welfare of other students, as well as of himself/herself. The deterrent must be clear, unambiguous, and articulated consistently.

Given that overarching priority, the school also would like, if possible, to help any student who, by a disciplinary infraction in this area, makes the school aware he or she has a problem.

A student (even one of legal age) who brings in, causes to be brought in, provides or sells to others alcohol, tobacco products or illegal drugs on campus or at any school-sponsored activity puts at risk the welfare of other students and the safety of the school environment. Therefore, such a student forfeits his or her place at the school and will be dismissed from ISR. At the discretion of the school, such a student may be permitted to apply for readmission to ISR the following year, though success is not guaranteed. Such readmission, should it be granted, will be contingent upon the student meeting conditions set by the school, including a substance assessment by a school-approved professional, a program of intervention if recommended, and the possibility of random testing for substances for the remainder of the student's career at ISR. Failure to abide by the terms of such conditions would subject the student to immediate dismissal with no possibility of re-admission.

Students who are not responsible for the presence of an illegal substance on campus or at school events (on or off campus), but who use, possess, or are under the influence of it will be subject to serious disciplinary sanctions ranging from a minimum of suspension for a specific period of time to dismissal from the school. At the discretion of the school, students dismissed for this reason may be permitted to re-apply and may be re- admitted. Neither is guaranteed. These students, should they

remain at or return to ISR, will do so under conditions set by the school, which will be designed to ensure the students receive any help indicated.

In all the above cases, students will be removed for the duration of the season from sports teams on which they may be competing at the time of the infraction, and they may be removed or barred from other school activities, as the school deems appropriate. Students representing the school either as members of sporting teams or other school events are considered to be at school and are consequently subject to the same expectations and consequences.

DISCIPLINARY PROCEDURES

Teachers handle most discipline problems. If the offence is serious enough, or in the case of repeated defiance of a teacher's or staff member's authority, the Secondary Principal will intervene.

In all cases of major rules violations considered, the following procedures will be followed:

1. The student's homeroom teacher and the student's parents will be informed of the incident by the Principal.
2. During the meeting with the Principal, the student's homeroom teacher may be present when the student's case is presented. Alternatively, the student may select another faculty member to be present at this time. The Principal will set forth the facts of the case to the entire group. The student in question is free to add clarifying comments or to modify the account of the offence. The Principal will then ask the student, teacher and/or the homeroom teacher for whatever information he needs to understand the incident and the student's position as fully as possible.

After a determination has been made by the Secondary School Principal that a student has broken a school rule then the student shall be subject to an appropriate sanction.

DISCIPLINARY SANCTIONS

Violations of minor school rules will result in one or more of the following sanctions:

Detention consists of spending time during break or after school, as specified by a teacher or Principal. The activity during detention may be to work in class or to be assigned tasks such as community service as determined by the school's needs. Simple inconvenience (needing to change plans or transportation, etc.) is not an acceptable excuse for not serving detention at the scheduled time. Any detention not served on time, without conferring with the teacher or Principal personally prior to the scheduled detention time explaining why the detention is being missed, will result in detention time being doubled. Subsequent failure to serve the doubled detention time will result in further disciplinary sanctions. Detention is a common sanction for repeated or serious violations of minor school rules.

Students may suffer a **loss of privilege** as a sanction for abusing a privilege. For example, students who through their actions do not demonstrate behaviour in line with the school's core values may lose their student privileges. However simple contravention of the expectations of student privileges may, at the discretion of the Principal, result in the automatic loss of student privileges.

A violation of major school rules will be referred to the Principal for recommendation for action, however, the nature of consequences include:

In-house suspension or full suspension. Students placed on full suspension are not permitted to come onto campus for the duration of the period of suspension. Students placed on in-house suspension are expected to attend school, but not classes. During in-house suspension students will work in a designated area separate from other students and will spend the school day on their academic assignments. Students who receive a full or in-house suspension are not eligible to participate in any extra-curricular activities during the period of suspension (including games, performances, practices, etc.).

Disciplinary probation means that a student is on special status that may result in his/her probable dismissal if that student commits a subsequent major rules violation during his/her time on probation. Students may be placed on disciplinary probation as a result of a major rules violation, as recommended by the Principal. Additional restrictions and conditions, as appropriate for major rules violations, will be specified in a letter from the Director or the Principal to the student and his or her parents.

Academic Probation will generally be considered for students who contravene the school's Academic Honesty Policy especially in the case of repeated offences.

Dismissal is a sanction reserved for the most serious violations of major school rules. For example, please refer to the school's policy with respect to drug and alcohol infractions as stated in this handbook. Other serious offenses may also result in dismissal.

With respect to **notification of colleges**, it is ISR'S policy to be as forthcoming as possible when asked by a college or university about disciplinary action (probation, suspension, or expulsion). If a college or university asks on its institutional secondary school report form about disciplinary action, ISR'S college Counsellors are obliged to respond to the question. If the college does not ask the Counsellor, the school will not report the disciplinary infraction. If the college asks the student, he or she must respond, and ISR will be obliged to respond to any subsequent inquiries from the college.

XII. TECHNOLOGY

HIGH & MIDDLE SCHOOL ACCESS TO LAPTOPS

The school requires that all Secondary students have access to a laptop that they can bring to school to use for educational purposes in class or during study periods. There is no need for parents to buy an expensive machine as a suitable Chromebook or similar is adequate. Teachers will generally give students 24 hours' notice of the need to bring their laptop to class, either verbally, by email or through Google Classroom.

TECHNOLOGY USE AND GUIDING PRINCIPLES

ISR's technological resources are dedicated to further the school's mission and to serve the educational pursuits of the school community, including all students, faculty, and staff. ISR'S core values and its commitment to personal responsibility for learning also govern technology use. ***All parents and students must sign and return the Educational Technology Use Agreement, which can be found at the end of this handbook.***

ISR is a community whose members are expected to act in ways consistent with the school's core values and mission statement. For this reason, rules are kept to a minimum, and individuals' actions are simply expected to be consistent with the school's core values. Learning requires a willingness to be open and to contribute to an atmosphere of trust and encouragement for all community members. Such an atmosphere must be created and re-created through individual acts each day. Just as even small acts of academic dishonesty or personal discourtesy erode the conditions that promote learning, so every action that affirms the core values builds the kind of community the school seeks.

NETWORK AND COMPUTER SERVICES

The school offers students access to the school's computer network for educational purposes. This access is limited and subject to school policies, rules, and regulations, which may be revised as needed.

Online resources will enable students to explore a multitude of databases throughout the world. ISR employs content filters that deny access to most inappropriate content online; however, families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While the intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. The benefits to students from access to the Internet to gain a wealth of current, global information exceed any disadvantages. The school seeks the support of parents as it conveys the standards students should follow when using media and information sources. ISR supports and respects each family's right to decide whether to allow their children access to the Internet.

The use of ISR'S network services - including Internet access, server accounts, and all other school-owned computer resources - is a privilege, not a right. The privilege of using ISR'S network services and computer facilities may be revoked at any time for abusive conduct or failure to abide by the school's guidelines and policies, as well as the expectations listed below. In addition, the Director and the Principals may deem behaviour not specifically defined below, but contrary to the spirit of the guidelines, to be abusive and as a result revoke a student's technology privileges. Students must exercise the same level of appropriate behaviour while using school computers that they exercise elsewhere on campus. Communications on the network are often public in nature. General school rules for behaviour and communications apply. Network storage areas will be treated like school lockers. The Technology Department may review files and communications to

maintain system integrity and ensure responsible use of the system. Users should not expect that files stored on the school's servers will always be private. All communications are automatically archived and are retrievable in the event of litigation or disciplinary action.

Within reason, freedom of speech and access to information will be supported. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance. All users are responsible for their actions and online activities.

NETWORK USE POLICIES

Below are specific expectations that will help to ensure the integrity of the community and the personal health and safety of each individual:

- ISR's G Suite is a vital part of ISR academic life. All students are required to learn how to communicate with their teachers and classmates as instructed by their teachers via G Suite. Help is always available in the Technology Department.
- Any user of the ISR network should keep in mind that he or she is, in a very real sense, a representative of ISR. In this spirit it is imperative that users be courteous, respectful, and responsible in all electronic communications.
- Students' use of technology must always be respectful of the work going on around them or in nearby classrooms to contribute to an atmosphere that supports classwork and individual study.
- Tampering with technology resources (hardware, software and network) is prohibited.
- ISR's electronic resources exist to support educational pursuits. Activities such as non-educational games, peer-to-peer and/or social networking such as Facebook, and other activities on our network not specifically related to schoolwork are prohibited unless under the direct supervision of a teacher.
- To download, exchange, store pirated software, unlawful information, or other protected material (i.e. music, videos, other multimedia) in any file format is prohibited.
- All copyrighted material – including text, graphics, video, audio, and other media – downloaded from Internet resources must be fully and properly credited to the author and/or source.
 - Students unsure of the proper way to include these citations in their research should ask their teachers or the librarians.
 - Material obtained without permission of copyright owner or otherwise outside of copyright cannot be downloaded to the school's technology resources, and will be deleted.
- Students are required to keep their passwords confidential.

ACCEPTABLE USE EXPECTATIONS

This policy does not state all the required behaviour by students. For example and illustration only, the following is a general list of some of the uses of technology resources that are unacceptable:

- Sending or retrieving material unrelated to the educational objective for which access is granted;
- Creating or using objectionable language or images in electronic documents and communication;
- Harassing, insulting, or threatening others;
- Damaging, destroying, removing, or abusing equipment, including, but not limited to, computers, computer systems, computer networks, printers, and software;
- Violating copyright laws;
- Using another's user ID or password;
- Trespassing in another's folders, work, or files;

- Sending "chain letters," "broadcast" messages, or junk/spam mail to lists or individuals or intentionally wasting staff time or limited resources, such as paper;
- Using the network for commercial purposes;
- Misusing and/or damaging school computer equipment.

Violations may result in a loss of access as well as other disciplinary action. Serious violations or misuse of the computer system may be considered as a violation of major school rules.

INTERNET ACCESS

- In order to prevent inadvertent access to inappropriate material on the Internet, ISR employs filters and other methods of denying access to particular Web sites on all on-campus computers (including students' laptops when accessing the Internet through the school's network). Should a student find a site blocked that is necessary for a school assignment, the technology department can temporarily unblock that site.
- The school's network may not be used to access Web sites that are in violation of the school's values or expectations. This includes sites that promote pornography; contain explicit sexual content; advocate violence, racism, religious persecution, or any forms of discrimination. Exceptions may be made for material accessed in the context of an academic assignment.
- Students are not allowed to access sites containing illegal or unlicensed software.
- Students should not reveal their own or another's personal information, including name, address, telephone number, or photos.

ELECTRONIC RESOURCES

Please be aware that there are practical limits to the capacity of all the school's technology resources including web pages, server folders, etc. The school reserves the right to limit network resources or require a user to remove excess files, even if educationally oriented. A user will be required to remove non-ISR resource files that take up significant storage space or bandwidth and are not specifically for ISR academic use.

Parent & Student Acknowledgement of ISR Handbook Contents

We have read and understood the contents of the ISR Student Parent Handbook. We understand ISR makes every effort to provide a safe and secure learning environment, but that the student is responsible for his or her behaviour at all times. We understand and agree with ISR that students should follow the school rules and guidelines at all times and that the school assumes that parents will support the school in the application of all reasonable rules and guidelines.

Parent Name: _____

Student Signature: _____

Parent Signature: _____

Student Name: _____
