



SECONDARY STUDENT & PARENT HANDBOOK

2026-2027

LAST UPDATED JULY 2026

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.

Dear Parents, Guardians, and Students,

Welcome to the 2026–2027 school year at the International School of Riga. Whether you are joining ISR for the first time or returning for another year, we are excited to have you as part of our vibrant and caring community.

On behalf of our School Council, faculty, staff, and Leadership Team, I would like to extend a warm welcome to all families. Our leadership team includes Emily Buckland (Diploma Programme Coordinator), Adam Dedmon (Secondary Principal), Ieva Balode (Primary Principal), Michael Curpek (University Counselor), Kristīne Daktere (Operations Director), Ginta Kārklīņa (Primary Years Programme Coordinator), Tony Rialland (Child Protection Officer), Todd Reichlmayr (Secondary Assistant Principal), and me.

At ISR, we believe learning should inspire curiosity, encourage meaningful inquiry, and help students develop both confidence and compassion. From Preschool through Grade 12, we strive to create engaging learning experiences that challenge students to think deeply, ask questions, collaborate with others, and make authentic connections to the world around them. Equally important is our commitment to ensuring students feel safe, supported, and valued within our caring international community.

We recognize the importance of the partnership between school and home and deeply appreciate the trust you place in us each day. Together, we can support students not only academically, but also socially and emotionally as they continue to grow into thoughtful, capable, and caring young people.



This Parent & Student Handbook has been designed to provide important information about school routines, expectations, and policies. We encourage you to review it carefully and keep it as a helpful resource throughout the school year. If you have any questions, our team is always here to support you.

Thank you for being part of the ISR family. We look forward to a wonderful year ahead filled with learning, connection, and memorable experiences.

**Warm Regards,
Dr. Amanda Romey
Director**

KEY CONTACT INFORMATION

Please call the Office: +371 6762 4622 and your call will be directed to the appropriate person. Please note that teachers are generally not available to take phone calls during the school day. All staff can be contacted by email using the format firstname.lastname@isriga.lv. Staff names and roles are listed on the school website.

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GUIDING STATEMENTS

ISR Mission

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.

ISR Vision

The International School of Riga will be the ideal choice for internationally-minded families in Latvia who desire an education focused on developing the whole person through inquiry and experiential learning.

ISR Definitions of learning

High-Quality Learning

High-quality learning at ISR occurs when students are motivated to inquire, engage and reflect on the subject matter in ways that develop creative and critical thinking skills. The students are guided, supported, and motivated to achieve their individual potential.

Intercultural Learning

Intercultural learning at ISR encourages students to develop global awareness and understanding, and to contribute positively to their local and global communities.

ISR Philosophy

The ISR philosophy, guided by our Mission, Vision, and Definitions of Learning, encompasses all aspects of school life, emphasizing that the development of moral character, wellness, leadership, teamwork, and a passion for lifelong learning are as essential as academics. By embracing both the “Latvian Heart” and the diversity of ISR, we build a united community that thrives in a collaborative and engaging environment, fostering student ownership of their learning and inspiring them to reach their full potential. We respect, support, and celebrate the unique needs and abilities of each student, encouraging them to contribute positively to both local and global communities.

Committed to environmentally sustainable practices, ISR fosters a learning experience that is inclusive, enjoyable, and experiential. Teachers, students, and parents work in partnership to fulfill the ISR Mission, strengthening our shared purpose and goals.

SCHOOL PROFILE

Overview

Founded in 1997, ISR provides internationally accredited English-language education to students aged 1.5-18 (preschool through Grade 12). To fulfill our mission, time spent at ISR is not solely focused on academic education but also on social and cultural events, which are equally important to developing the whole student.

Throughout the year, the ISR students participate in a variety of events, some whole-school and some divisional. The expectation is that all students are actively involved in these special events, as each experience has been carefully designed to develop an aspect of our school's mission. These events could include, but are not limited to: Back-to-School BBQ, Independence Day, Winter Festival, themed weeks, International Day, and Jāņi.

Latvian Heart

The Latvian Heart at ISR refers to the unique relationship that the school plays within the city, the region, and the country itself. It is about not only knowing and understanding that we are an international entity within the community, but that we are a friend and willing partner. It is about the school's connections to nature, to community, and to the people we interact with on a daily basis in Riga. It is visible in our community connections, and it is tangible when we seek partnerships and collaborate with those within our community. More than 45 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 in which they live, no matter whether it is their country of origin or their host country! They take part in the Independence Day event and celebrate Jāņi (Latvian midsummer) 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!

History

What is now ISR began in 1995 as an informal playgroup for expatriate parents' children. In 1997, ISR was officially registered as a Preschool. In 2001, the school relocated to Ķīpsala and was reorganized as a formal Preschool and Primary School. Since that time, the school has steadily grown and now operates on 2 campuses.

Location

The International School of Riga (ISR) is currently located on two campuses. Early Years and Primary campus is located at Kalnciema iela 118, 10-15 minutes from the Riga city centre, in the historic Pārdaugava neighbourhood. The ISR Secondary campus is located at Skanstes 27, just minutes from central Riga and historic Old Town Riga. These locations mean the school is a short drive, bus ride, or walk for students living in Riga or nearby suburbs.

Facilities

Our new purpose-built secondary campus features modern science labs, a library, cafeteria, music and art rooms, and inviting student spaces. The outdoor facilities include a football field, basketball and volleyball courts, and space for students to enjoy the fresh air. Physical Education classes and some after-school sports take place at the Olympic Sports Centre, just a 5-minute walk from campus.

Parking

There is accessible parking near the school; however, we encourage you to please come by foot, bicycle, or take public transit.

School calendar

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 [here](#).

Faculty and student body

ISR recruits the best teachers from within Latvia and around the world who are fully certified in their home countries. As of the start of the 2025 - 2026 academic year, school-wide enrollment is approximately 340 students and 60 faculty members, representing more than 45 nationalities.



Latvian HEART

SCHOOL ORGANISATION

Membership and Annual General Meeting (AGM)

The International School of Riga is a cooperative association formed to provide an international education 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 School Council, with each member having one vote. The School Council consists of up to seven voting members elected for a four-year term.

The Annual General Meeting of the Members is held in the spring of each school year. All parents or guardians of enrolled students are strongly encouraged to participate in this meeting as it reviews the budget approved by the School Council and sets the school's strategic direction, which is implemented by the School Council.

The School Council appoints a Board of two members who oversee the overall daily operations of the school. The Chairperson of the Board is the School's Director, and the board member is the Operations Director.

Parent involvement and the Parent Teacher Organisation (PTO)

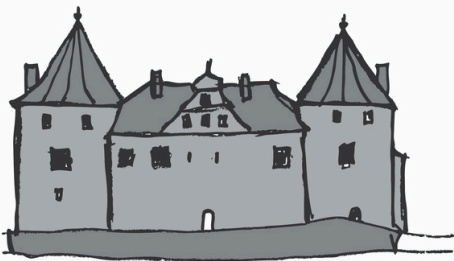
At ISR, we believe that strong partnerships with parents are key to supporting each child's success. Our active Parent-Teacher Organization (PTO) plays an important role in building community, strengthening relationships, and organizing events and initiatives throughout the year. Working closely with staff, the PTO helps foster a welcoming, inclusive environment through volunteer efforts, community activities, and fundraising events that enhance the educational experience at ISR.

Organisation of students by classes

Secondary 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. On occasion, when there are two parallel classes in the same year group, various considerations 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.

The Castle system

At ISR, all students and staff belong to one of four castle teams which are all represented by a colour and Latvian castles: Cēsis, Bauska, Rundāle and Turaida. Family members are always placed in the same castle. The castle system encourages children to develop a sense of good sportsmanship and team spirit through positive competition. Students can achieve points for their castles for participation in competitive events such as school assemblies, sports days or break-time tournaments organized by students.



Bauska



Cēsis



Rundāle



Turaida



TEACHING & LEARNING

Curriculum overview

The International School of Riga (ISR) is a fully authorized International Baccalaureate (IB) World School, offering the complete IB continuum of programmes.

- Early Years and Primary School students learn through the International Baccalaureate Primary Years Programme (IB PYP).
- Middle School students in Grades 6–10 follow the International Baccalaureate Middle Years Programme (IB MYP).
- Grades 11 and 12 study in the International Baccalaureate Diploma Programme (IB DP).

As an IB World School, ISR is committed to providing a challenging, inquiry-based education that develops knowledgeable, caring, and internationally minded young people who are prepared to make a positive difference in the world.

The school is accredited by the Council of International Schools (CIS) and the Latvian State Education Quality Service, and is fully authorized by the International Baccalaureate Organization (IBO) to offer the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP).

International Baccalaureate Diploma Programme

The IB DP at ISR is a rigorous, international programme for students in Grades 11 and 12.

In the IB DP itself, students are required to take six courses from the choices below, one from each group.

The groups are as follows:

- Group 1: English Language and Literature, Latvian (for our host national students), School Supported Self-taught languages
- Group 2: Language Ab Initio, French B, Spanish B
- Group 3: Economics, Geography, Global Politics, Business Management
- Group 4: Biology, Chemistry, Computer Science, Physics
- Group 5: Mathematics Analysis and Approaches
- Group 6: Visual Arts, music, or a second Group 3 or Group 4 subject

In addition to the courses above, they also need to complete successfully the core subjects of:

1. Theory of Knowledge (TOK) is a critical thinking course that shapes the thought-process and decision-making capabilities and helps students to apply their knowledge with greater awareness and credibility. This a two-year taught class, culminating in an exhibition and also an externally assessed essay. Completion of this course is required for high school graduation.
2. Creativity, Activity and Service (CAS) is the experiential learning requirement that continues to develop students' abilities to engage in critical reflection, offering increasingly sophisticated opportunities to analyze their own thinking and engage in the world around them. Students of CAS also continue to develop individual and shared responsibility, effective teamwork, and collaboration.
3. The Extended Essay (EE) is a 4,000-word research paper. Students are expected to engage in high quality research on a topic that interests them within a course of their IB studies. Completion of a detailed plan is required for high school graduation.



IB Learner Profile

ISR strives to support each student's intellectual, personal, emotional, and social development. This goes hand in hand with the philosophy of the IB programmes. The IB Learner Profile supports students in developing international-mindedness and in taking action for positive change. IB learners strive to be:

IB LEARNER PROFILE

At ISR, we strive to develop internationally minded people who, along with others, create a better and more peaceful world.



INQUIRERS

We are curious and love to explore. We ask questions, investigate ideas, and enjoy learning on our own and with others.



KNOWLEDGEABLE

We build and use our knowledge in many ways. We explore ideas across different subjects and connect what we learn.



THINKERS

We use critical and creative thinking to solve problems and make thoughtful, responsible decisions.



COMMUNICATORS

We share our ideas clearly and confidently in many ways. We listen carefully to understand others.



PRINCIPLED

We act with honesty and integrity. We treat everyone fairly and with respect.



OPEN-MINDED

We respect and value different cultures, traditions, and ideas. We are willing to learn from others.



CARING

We show kindness, empathy, and respect. We care about others and take action to make a positive difference.



COURAGEOUS

We face challenges with confidence. We try new things, stand up for what is right, and are not afraid to make a difference.



BALANCED

We take care of our minds and bodies. We find balance in our lives and well-being.



REFLECTIVE

We think about our experiences and learning. We learn from our strengths and challenges to keep growing.

We all have these qualities. ★ We use them every day to learn, grow, and make a difference.

ASSESSMENT & HOMEWORK

Homework

Homework is any work or activity initiated in the classroom 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;
- prepare in advance for classes using the flipped learning model;
- 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 children's learning and keep them informed about the work that students are doing.

The quality and purpose of homework matter more than the exact time spent on it. Homework should be consistent, age-appropriate, and manageable. Since students work at different paces, suggested time guidelines are approximate. Parents are encouraged to speak with teachers if their child is spending too much or too little time on assignments.

For Grades 6–10, homework is often assigned in advance and should be spread out over the week, averaging 1–3 hours per subject weekly. To support student well-being, no homework is typically assigned over the December/January break, aside from reading or ongoing projects. Long weekend or holiday homework should not exceed a regular weekend's workload.

For students in Grades 11 and 12, homework is often in advance as required, and students are expected to break this up into manageable sections. It is approximately 3-6 hours per subject per week, plus independent study. Grades 11 and 12 students will likely be required to work over vacation at times to meet the demands of the IB DP.

Assignments are posted on Toddle. This means that the homework assignments are accessible to students and their parents at home or elsewhere. Parents can monitor their children's homework assignments via email summaries received daily or weekly.

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.
- realize it is important that parents or tutors should not do their children's homework, but should guide, encourage, interact, and inquire.

Assessment

In all programs, ISR seeks to discover and nurture the abilities and talents that each student possesses and contribute to each student's understanding of the complexities of the world, and 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. Assessments will also promote the development of learning skills, valuable personal attributes, and ISR Core Values.

Purpose of assessment

Assessment at ISR is an ongoing process that includes diagnostic assessments, assessment for learning, assessment as learning, and assessment of learning. Together, these approaches help teachers understand students' needs, guide instruction, monitor progress, and celebrate achievement.

Assessment:

- improves the effectiveness and quality of learning for both individual students and the school as a whole.
- uses diagnostic assessments to identify students' strengths, prior knowledge, and next steps for learning.
- provides timely feedback and clear guidance to support student growth (assessment for learning).
- encourages students to reflect on, monitor, and take ownership of their learning (assessment as learning).
- measures students' understanding and achievement of learning goals (assessment of learning).
- informs teaching practices, enabling teachers to adapt instruction and curriculum to meet students' needs.
- provides meaningful information that supports students' academic, social, and personal development.
- develops the IB Approaches to Learning (ATLs) and the attributes of the IB Learner Profile.

Assessment procedures

Assessment in Grades 6-12 is related to criteria or learning standards. Such an 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 area 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.

Assessment criteria against which students will be measured are given in advance and clarified for each task so that students and parents understand the 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 can include peer and self-assessment, is ongoing. All summative assessments are listed in advance. More details are available in the Assessment Policy on Toddle.

Late work or non-submission of summative assessment tasks

Teacher-Student Procedures:

- The student will be asked to explain why they did not submit the required work on time.
- The teacher should follow up with the student to encourage and support them through developing self-management skills. A plan of action to complete the work is decided. This can include attendance at catch-up sessions.
- The student work may be assessed by the teacher when submitted. This feedback will be recorded as a comment on the work, and a level of achievement may be awarded.
- If the student does not follow through with the plan of action outlined in step 2, the teacher informs the Assistant Principal and the issue moves to a higher level of concern which would likely include a parent meeting and possible inclusion of the Assistant Principal / Principal.

Determining Achievement Levels

To determine the level of achievement for each learning objective, teachers gather sufficient evidence to decide where a student is working. 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 accurately reflect what students can do. In cooperative learning activities, the input of individuals will be carefully documented so that the achievement levels of individual students can be determined.

STANDARDS OF ACADEMIC PERFORMANCE

The IB Middle Years Programme - Grades 6 - 10

In Grades 6 - 10, students enter the IB Middle Years Programme (MYP). This framework helps students deepen their subject knowledge, enhance their learning dispositions, explore complex topics, and connect to global issues (International Baccalaureate Organization, October 2023).

As shown in the image below, students take a variety of subjects during the MYP. Along with course work, students participate in and develop a collaborative interdisciplinary unit that includes at least two subject groups as facilitated by their teachers yearly. Service as Action plays a role throughout the MYP, challenging students to put their learning into real-life scenarios as it encourages connections within and between their communities. Finally, in Grade 10, students will complete the MYP Personal Project in order to enhance their ability to propose, plan, design, initiate, persevere, and reflect on their learning (International Baccalaureate Organization, October 2023).



The MYP requires teachers to assess each subject group by a set of objectives and assessment criteria for each year of the programme. Teachers use descriptors to identify students' achievement levels against established assessment criteria. Teachers make decisions using their professional judgment, guided by mandated criteria that are public, known in advance, and precise, ensuring that assessment is transparent. Each subject group has four criteria (referred to as Criterion A, B, C, or D). Each Criterion is based out of eight possible points, so the maximum number of points for any subject group is 32 (8 points by 4 criteria).

The IB Diploma Programme - Grades 11 - 12

In Grades 11 and 12, students enter the IB Diploma Programme (DP), the final stage of the IB continuum at ISR. Students take six subjects drawn from the IB subject groups, alongside the three core elements: Theory of Knowledge, Creativity, Activity and Service, and the Extended Essay. The core runs across both years and is completed alongside rather than within any single subject. Together the six subjects and the core are designed to build depth within disciplines and the ability to think across them, and to prepare students for external examination at the end of Grade 12.

Assessment in the DP is measured against IB criteria rather than against other students in the class. Teachers are the subject matter experts and align their assessment with IB-style scaffolded tasks. Raw scores are evaluated against worldwide distributions to produce a grade from 1 to 7 in each subject, and a grade is recorded for each semester and appears on the transcript. In Grade 12, achievement is ultimately measured against IB external assessment, and teachers submit predicted grades that universities use during the application process.



How grades are determined: Composite Grade boundaries for all subject areas

Across the secondary school, achievement in every subject is reported on the IB 1 to 7 scale.

In Grades 6 to 10 (MYP), each subject group is assessed against four criteria (A, B, C, and D), each scored out of 8, for a maximum of 32 points. Teachers do not average scores across the year. They apply professional judgment to the most recent and most consistent evidence to set an achievement level for each criterion. The four criterion scores are then totaled and converted to a 1 to 7 grade using the boundaries below.

Grade	1	2	3	4	5	6	7
Boundary	1-5	6-9	10-14	15-18	19-23	24-27	28-32

In Grades 6 to 8, the grade is a single whole-year judgment, unless a course runs for one semester only, in which case it is graded on its own. Report cards display the individual criterion marks.

In Grades 9 to 10, a grade is recorded for each semester and appears on the transcript.

In Grades 11 to 12 (DP), a grade is recorded for each semester and appears on the transcript.

Meeting the school standard

A grade of 1 or 2 in a subject means the student is not meeting the standard for that subject. On the criterion scale, a grade of 1 or 2 is a total of 9 points or below out of 32.

In the MYP, a criterion total of 10 or above (a grade of 3 or higher) meets the standard, with one exception. A student who reaches a grade of 3 but is at an achievement level of 2 or below on more than two of the four criteria is treated as not yet meeting the standard, because the passing total rests on too narrow a base of achievement. The reported grade remains the grade the IB boundaries produce; this rule governs only whether the school considers the subject standard met. A student in this position follows the same improvement plan and recuperation path as a failing grade. This rule applies at both the semester checkpoint and the year-end grade, and it does not apply in the Diploma Programme.

The standard for Grades 6 to 8

A student whose year-end grade in a subject is 1 or 2 must recuperate the learning over the summer and provide evidence of that learning before the next school year begins. After the recuperation, all stakeholders meet to determine next steps.

A grade of 1 or 2 at the first semester (a criterion total of 9 or below) places the student on an academic improvement plan for the second semester. Because the year-end grade is a single whole-year judgment, a student who reaches the standard by the end of the year does not recuperate over the summer. A student who is passing at the first-semester checkpoint but whose year-end grade is failing recuperates over the summer all the same, because the year-end grade is the one that counts. Teachers monitor progress throughout the year and contact families as concerns arise, so that a student trending toward a failing grade is identified well before the year-end report.

The standard for Grades 9 to 11

In Grades 9 to 11, a grade of 1 or 2 in the second semester is the student's end-of-year standing in a subject. It requires the student to recuperate the learning over the summer, usually by resitting an examination, and provide evidence of that learning before the next school year begins. After the recuperation, all stakeholders meet to determine next steps.

The first-semester grade is recorded on the transcript and stands as a record of the student's achievement at that point. Two situations follow from it. When the first semester is failing, the student is placed on a recorded academic improvement plan and a meeting is held with the family for the second semester; if the student then recovers to a passing grade by the end of the year, no summer recuperation is required, and the first-semester grade remains on the transcript. When the first semester is passing but the second semester is failing, summer recuperation is still required, triggered by the second-semester grade on its own. Because that failing grade appears only at the end of the year, no improvement plan precedes it, so teachers identify and document the decline through in-year monitoring and contact with families before the grade is recorded.

Semester courses

A course that runs for a single semester is graded on its own, and that grade is the student's final standing for the course. A grade of 1 or 2 at the end of the course requires the student to recuperate the learning and provide evidence of it. A course taken in the fall is recuperated during the spring semester, while the learning is still recent, with evidence provided before the school year ends. A course taken in the spring is recuperated over the summer, with evidence provided before the next school year begins. Because a semester course has no second semester, the first-semester improvement plan does not apply, so teachers rely on in-year monitoring and contact with families to identify and document a struggling student before the course ends.

Meeting the standard through recuperation

Recuperation is met when the student demonstrates achievement at a grade of 3 or higher in the subject, through the resit or other agreed evidence. A grade of 3 is the minimum passing standard, so recuperation that does not reach it has not been met.

When recuperation does not demonstrate the standard, the decision moves to a formal review convened by the Director with the family, the relevant programme coordinator, and the student's teachers. The review determines the student's placement for the coming year. Depending on the number of subjects affected and the student's overall standing, this may include continued enrollment with a documented support plan, an adjusted course load, repetition of the year, or, in line with the school's enrollment policy, a change to the conditions of enrollment.

Grade 12 and the Diploma Programme

In the Diploma Programme, achievement is ultimately measured against IB external assessment. Summer recuperation applies through Grade 11; Grade 12 is handled differently, as set out below. At the end of Grade 11, a failing year-end grade triggers summer recuperation, as in the grades below it. It also prompts a review by the DP Coordinator and the Director, together with the family, of whether the student continues as a full diploma candidate or moves to course candidacy in one or more subjects. A pattern of grades of 3 prompts the same review. The continuation decision is made before the student enters Grade 12.

In Grade 12, summer recuperation does not apply, because there is no following school year. A failing or at-risk grade is addressed within the DP framework through the student's predicted grades, targeted support during the year, and, where needed, a conversation with the family and the university counselor about the implications for the diploma and for university applications.

Documented learning needs and language acquisition

The failing threshold is applied with professional consideration of a student's documented learning support needs and stage of language acquisition. Where a low grade reflects a student's EAL phase or is already addressed within a documented support plan, the SENCO or EAL lead and the relevant coordinator interpret the grade in that light and match any support or recuperation to the student's needs, rather than applying the threshold mechanically.

Structured after-school support

A student on an academic improvement plan or undertaking recuperation attends scheduled after-school support sessions in the affected subject, continuing until the grade is recovered to the standard. These sessions are academic support, not a disciplinary consequence. They exist so that responsibility for recovery is shared with the school rather than carried by the student alone, which is particularly important where a fall-semester course is recuperated during a full spring course load.

Approaches to Learning

Along with academic achievement, students in Grades 6-12 are required to develop age-appropriate levels of dispositions and skills. The IB refers to these as Approaches to Learning and they include Thinking, Communication, Research, Self-management, and Social Skills. These Approaches to Learning are evaluated throughout a semester and are also shared on the semester report card.

Expectations of academic standards

Students at ISR are expected to maintain the school standard 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 8 academic subjects in each Semester in Grades 9-10,
- 6 IB DP and the IB DP Core subjects in Grades 11 - 12

Exceptions to this policy require the approval of the Secondary Principal in consultation with the SEN Coordinator, IB DP Coordinator, University Counselor, and Director.

2. A student is considered Academically at Risk when, for any grading period including progress reports and semester reports, they are not meeting the standard in more than one subject.

A grade of 1 in a Grades 9 to 12 course does not earn credit for that course. A grade of 2 earns credit but does not meet the school standard, and carries the recuperation requirement set out on page 20. Students on an individually modified program 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.

Academic support and intervention

The goal of academic intervention is to help the student meet the standard. During a period of intervention, the student's grades are monitored regularly.

A student who is not meeting the standard in a subject is placed on a recorded academic improvement plan, and a meeting is held with the family. Support may include scheduled after-school sessions with teachers, additional tasks during holidays, or resitting assessment tasks. The plan is reviewed at the end of the following semester, and is closed when the student recovers to the standard.

Where a student remains below the standard after intervention and recuperation, the decision moves to the formal review set out on page 20.

Academic eligibility

A student on an academic improvement plan is ineligible to participate in activities such as sports tournaments and contests, Model United Nations, and other like events as determined by the Principal, until the plan is closed.

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. They may not, however, play in inter-school activities and will not be permitted to travel with the team/club.

Students in good academic standing will not be required to undergo weekly academic eligibility reviews. Students must attend a minimum of 1/2 day on the day of sports, travel, or events in order to be eligible to participate.

Semester, reporting & conference dates

Reporting procedures

ISR issues official reports for all Secondary Campus students each Semester with Mid-term progress reports. Semester 1 reflects 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. Semester 2 gives the final grade with some areas of focus for the following academic year. In Grades 6 to 8, the year-end grade is a single whole-year judgment rather than an average of the two semesters. In Grades 9 to 12, each semester is graded and recorded separately, and both appear on the transcript.

Grades 6-11 semester reports are issued in January and June, whilst Grade 12 semester reports are published in December and May in order to fit in with external examination dates.

A student's final school transcript as reported to colleges shows a student's semester 1 and 2 grades in academic courses from Grades 9 - 12 while at ISR.

All students from Grades 6 - 10 undertake MAP in the fall and spring. This is a measure of growth for the individual students and they are not compared to other students.

Graduation requirements

1. Students attain a total of 28 credits over the course of Grades 9-12. In order to graduate from ISR, with an ISR diploma, students must gain a 2 or above in six courses (one of which can be Theory of Knowledge). They must also complete Creativity, Activity, and Service and be able to show a detailed plan of an Extended Essay. A student may not graduate with an outstanding recuperation requirement in any subject.

2. Meet the minimum requirements for each subject as follows:

Subject Area	Credits Required	Subject Area	Credits Required
English	4	Language	4
Mathematics	4	Arts & Technology	2
Science	4	Physical Education	2
Social Studies	4	Minimum electives – subjects in excess of above	4
Total: 28 points			

One Credit is awarded each year for the full-time study of a year-long subject in Grades 9-12 at ISR, subject to the student gaining a grade 2 or above in that subject. Partial credit may be awarded for subjects that have fewer hours than a regular course of study. Transfer credits from other recognised schools may also be awarded as partial credit in line with how they were awarded at the other school.



COMMUNICATION

ISR uses a variety of communication tools for various purposes. Our aim in communication is to provide timely, relevant and streamlined information to ensure parents are best able to support their child's learning and actively participate in the ISR community.

Parent portal

On enrollment to ISR, parents will be given access to their Toddle account. All children in one family can be accessed through one account. The following information is accessed through the account:

- School Calendar
- School messages (such as the Director's Monday Memo, teacher messages)
- Relevant whole school documents through the DMS
- Students' subjects and teachers
- Timetable
- Assessment reports
- Student details
- Attendance

Student portal

Students receive their Toddle account information upon enrollment at ISR. The student portal is where the students access their timetable, including their teachers and classrooms. They can also access their assessment reports.

ISR's Social Media

The official school hashtag is #loveisriga. Use it when tagging the school on your personal social media pages.

ISR's Website

<https://isriga.lv/> The website has key information about the school. All ISR staff members, their roles can be found on the website. The school calendar on the school website gets updated on a regular basis.

ISR's Facebook Page

<https://www.facebook.com/isriga> The Facebook page is used to promote upcoming events and the learning that happens at school. Only the students whose parents/ guardians have given permission to appear on social media can be seen on Facebook posts.

ISR's Instagram

<https://www.instagram.com/loveisriga/> The Instagram account is used for photos and videos, and is handled from time to time by students.

Monday Memo From the Director

Each Monday the Director sends parents/guardians an email with a brief overview of the whole school activities and upcoming events. Sign-up forms and surveys that require responses from parents are added to Monday Memos. Parent preferences for the amount and nature of communication they wish to receive are quite diverse and at ISR the best common ground seems to be sending as much key information as possible via the weekly update in the Monday Memo. Therefore, as it comes just once a week, we encourage all parents to take a few minutes to read carefully and decide what information is relevant for their family.

Urgent Messages

Our teachers' priority is to work with students and they might not be able to check emails until the end of the school day. If an urgent message has to be sent during the school day, please send it on Toddle Portal or to the school nurse stating the matter of urgency. If you do not receive confirmation that the message has been received, please call the school's office at +371 6762 4622.



GENERAL PROCEDURES

School timetable

Class timetables, showing lesson times, can be accessed through the ISR Portal.

The school day starts officially with period 1 commencing at 8:15, and the school day finishes at 15:20. Advisory and Service as Action Blocks are offered each week. During Advisory, teacher advisors foster relationships with their students, and important information is shared. Students may bring their own lunch or parents may purchase a hot lunch served in the Cafeteria. ISR is a closed campus for students Grade 6 - 10, including food delivery for all grades, although students in Grades 11 - 12 may eat off-campus with parent permission.

Morning break & lunch

Students have a morning snack break and lunch in the afternoon. Some students bring their own lunch, whilst others eat the hot lunch supplied by an outside caterer. Hot lunches are invoiced to parents twice a year, one invoice for August - December and one for January - June.

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 and boots 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 -15 °C, students do not go outside during break or lunch. According to Latvian regulations, students up to age 12 are not allowed to go to school below -20 °C and students over age

13 are not allowed to go to school below -25 °C. Should temperatures ever reach these levels, sending children to school is a parental choice. Unless instructed to do so by government authorities, ISR has no intention of closing the school due to outside temperatures.

On occasion, parents send notes to teachers requesting that they keep their child/ children inside during the break period. Generally, if a child is well enough to come to school, they are considered well enough to participate in outdoor activities during break and lunch.

Arrival on campus

Students are expected to be on campus in time for the period 1 class at 8.15 and to remain at school until the end of the school day at 15:20. 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 8:15 am must sign in at the front desk. They will be marked late by the class teacher unless the student is on the ISR bus.

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 Nurse's office or have a parent email absences@isriga.lv, or use the attendance note on Toddle.
2. Sign out at the Front Desk 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 & absences

Regulations regarding lates and absences apply for all activities in which students engage during the course of the school day (morning and afternoon classes, before and after school activities, etc). Late arrivals and tardies are disruptive to the learning process; therefore, students who are habitually late/absent from school will meet with the Assistant Principal to create a plan of action, based upon guidelines in the Behavior Policy.

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. At ISR Secondary School, a maximum of 10% missed days in an academic year is allowable. Once a student misses 10 school days, a note will be sent home to parents. A mandatory meeting with the parents, student and Assistant Principal will happen when a student has missed 15 school days.

Absences or late notifications

In the event that a student has been or will be late or absent, parents must email absences@isriga.lv by 9:00. The Secondary campus nurse checks the email address between 9:00 & 9:30 and makes any adjustments to the absences. If no information is given to the school, the nurse may call to inquire about the absence.

Medical leave of absences

A Medical Leave of Absence is a planned absence from campus for the ongoing evaluation and management of physical and/or psychological illness that cannot be adequately treated or best served were the student to remain on campus.

After hours access to classroom

Students are expected to have removed their belongings from classrooms before the end of the day (16:00). 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.

Absences during assessments

In cases of an extended absence, the Assistant Principal, in consultation with the 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, so a student may be granted a grace period to recuperate missed academic work. For assessment submission deadlines, the student is still expected to submit the assessment either digitally or via another student or family member.

If a pattern of continual absences becomes evident at the time of assessments or assessment deadlines, this will be followed up by Administration.

Chronic absences on test days or assignment due dates, for example, generate administrative concern out of a desire to observe the school's core values of fairness, responsibility, and honesty and will be dealt with by the Assistant Principal.

Late pickup from school

The campus is unsupervised and closed to students from 16:00. The school will not assume any responsibility for the safety and supervision of students who remain on campus after 16:00 when not involved in a supervised activity.

After School Activities

A wide range of activities are offered during the day and after school. Incorporated into this, ISR offers a variety of interscholastic sports activities in which students learn valuable lessons and skills that will serve them well throughout their lives. Sports practices generally happen during the afternoons at the Olympic center by the school. ISR encourages students to participate in all components of the sports program.

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 during the day, including both practices and games, students must attend all their classes that day.

Physical and Health Education

The Physical Education Programme (PE) 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, they 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 their parents. Even when excused, they will still attend the class and may participate in a modified fashion. 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, a five-minute walk from S27. The precise days and times for gym will be given to each student at the beginning of each school year as it coincides with their schedule.

Bus service

Bus service is provided for a fee. Please contact info@isriga.lv for bus routes, times, application and other bus related information. Please note that unused bus service will not be refunded.

Secondary Campus Student Council

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

Materials for class

In Secondary students are expected to bring the following items to class each day: A fully charged laptop/ chromebook, calculator, pens, pencils, rulers, protractors, erasers, compasses, and similar bits of equipment. The school provides notebooks for students to write in. Increasingly, students produce work as soft-copy files which are submitted to teachers via Toddle or other online media. Students in Grade 9 must provide their own graphing calculators.

Lockers

The school provides a locker for each Secondary 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. No valuables should be left in lockers overnight, over the weekend, or during holidays. Students are responsible for the safekeeping of their locker key. Students are required to return the key to their assigned locker at the end of the academic year. Should their key not be returned, official records may be withheld.

Electronics

Electronic devices, such as mobile phones, tablets and laptops may be brought on campus. Students in Grades 6 - 12 are expected to have their own laptop daily for educational use. They may not use phones or tablets throughout the school day. Secondary students may use their phones during breaks, lunchtime, and for educational purpose with teacher approval.

Phones should be set on vibrate at all times. The school will take no responsibility for loss or damage to electronic devices, including mobile phones or other student equipment.

Book bags

We recommend that students use a book bag to keep books, papers, and supplies neat, clean, and dry. The use of a book bag can be helpful to a student in organizing her/his school materials and may even help her/him to remember to bring her/his books and assignments to and from school.

Textbooks

Students borrow textbooks throughout the year and are responsible for the care of the textbook.

Library books

Students are welcome and encouraged to borrow library books to support their learning or for personal pleasure. There will be a replacement cost applied to any library books which are lost. There will be a fine to pay if damage to library books, even though accidental, is greater than would be expected through normal use and care. The amount of the fine will be determined by the cost of, or condition of, the book and replacement and delivery costs. Official records may be withheld if library books or fines are outstanding.

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 mobile phones or other electronic devices.

School closing

Unless instructed to do so by government authorities, ISR has no intention of closing the school due to outside temperatures.

In the event of force majeure, which causes a student or students to withdraw from the school or otherwise miss regularly scheduled school days, tuition fees already paid for the school year will not be refunded.

Force majeure is defined as an event such as an act of God, accident, fire, flood, war, riot, civil unrest, act of terrorism, chemical or biological contamination, strikes, industrial disputes, outbreak of epidemic or pandemic of disease, extreme weather, construction/facility defects, cyber-attack, compliance with any law or governmental order, rule, regulation or direction (including that of a local authority), failure of utility service or transportation, that cannot be reasonably anticipated or controlled by the school.

Please refer to the school's Crisis Management Policy on Toddle for additional information.

Visitors

Visitors/parents are welcome to visit ISR. For security reasons, however, all parents/visitors must first report to the Front Desk. This includes parents who are picking up their children early.

Visiting students who are not enrolled at ISR must obtain special permission from the teachers and the Administration for a one-day visit at least one week before such a visit. The visit will only occur during the lunch/recess time. All school rules and regulations for students also apply to visitors. Once the visitor arrives, they must check in with the person at the front desk.

Evacuation Procedures and Drills

The purpose of evacuation drills at ISR is to train students and staff members to exit the building in the quickest, easiest, and safest way possible if a fire, smoke, carbon monoxide or other emergency occurs. This helps students and staff familiarize themselves with the sound of the evacuation alarm and evacuation routes. The lockdown procedures are practiced in order to learn how to keep oneself and others safe in the event of internal or external threats.

Drills take place at least three times a year, following the requirements of Latvian legislation. The first one is done within the first week of school. From October to April included blankets will be given to the students by staff members. Parents will always be notified when an unplanned evacuation has taken place.

Student privileges

Students in Grades 11 and 12 who are in good academic and/or 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 or if they are no longer in good academic and/or disciplinary standing.

ISR is a closed campus for students in Grades 6 through 10.

Students are NOT allowed to bring real or toy weapons, knives, portable stereos, matches or lighters to school. Students should have both a pair of outdoor footwear and indoor shoes at ISR at all times, in order to reduce dirt and water entering from outside. Shoes may be left in in the wardrobe 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 any 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.



ACADEMIC HONESTY

Definition of academic dishonesty

The definition of academic dishonesty and malpractice is a behavior or practice that results in an unfair advantage in one or more task components or fails to properly recognize the work or ideas of others. The definitions of different types of academic dishonesty and malpractice are below.

- Plagiarism - this is defined as the presumption of mind work or ideas of others.
- Collusion - this is defined as allowing others to use and submit their work as their own and sharing test information with others. It can also happen when students allow others to copy their homework or sections of a previously submitted work for assessment by a student of a different year group.
- Cheating - this is defined as using unauthorized information, materials, devices, sources, or practices in academic activities.

Some examples of academic dishonesty and malpractice are below. This list is not exhaustive.

- Taking unauthorized material into an examination
- Leaving a test to refer to unauthorized material
- A student using their own rough paper, notes, a mobile/cell phone, or an electronic device other than a permitted calculator
- Copying and using answers from another student without citation and/or reference
- Cutting and pasting material from a website or any print material 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 anyone, including a tutor or parent, edit and rewrite work or gather materials from an outside source, such as a tutor
- Self-plagiarism.

Ensuring academic honesty

The primary purpose of this policy is to provide ISR members with guidelines and consistent criteria for students, parents, and faculty regarding the school's expectations and support for academic honesty. It is also to uphold both the honesty code and standards of academic honesty, which show respect for and recognition of intellectual property.

ISR employs the Modern Language Association 9 (MLA 9) 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.

Academic honesty is a vital principle of ISR and is an essential aspect of teaching and learning in all programmes. It contributes to the organization's integrity as an international educational institution, as well as places great value on the ethical qualities promoted by the school. Teaching and learning at ISR must develop the positive behaviors that students will need to demonstrate clearly that they complete their work carefully, honestly, and authentically.

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 are often expected to be authentic to each individual student.

Teachers at ISR regularly use software to detect plagiarism.

Consequences of Academic Dishonesty

Academic dishonesty will result in disciplinary action.

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

For further details, please refer to the Academic Integrity Policy on Toddle.



OTHER PROCEDURES RELATED TO LEARNING

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 or best language 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 behaviors. Proficiency in one's mother tongue supports language learning. However, we are also aware that students may use their mother tongue in certain contexts that are completely inappropriate and unwelcome: bullying, swearing, and name-calling. Engaging in such negative behavior will have separate consequences that relate to the behavior 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.

Language support

English as an Additional Language class is offered to students whose native tongue is not English and who need additional English support.

Examination

Internal examinations are administered twice a year for Grades 9-11 and once a year for Grade 12. All students are required to be at school for regular school hours during internal examination periods.

Extended time testing

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

Course change procedures - IB MYP & IB DP

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

Subject to approval by the teachers involved, University Counselor, IB DP Coordinator, Director, parents, and Secondary Principal, students may request a course change before the end of the fourth 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 dropped course will not appear on the transcript.

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 depending on how long the student had been in the course and the level of commitment shown by the student.



STUDENT SERVICES

Advisory

Each student has two Advisory teachers who will work closely with their 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.

Advisory class

The Advisory teachers are advocates for all of ISR's students. To that end, the teachers are involved in the academic, personal/social, and college/career aspects of the student's life. Academically, the Advisory Teacher(s) will help ensure that students maintain the attitudes, knowledge, and skills needed for present and future academic success. Personally and socially, the Advisory Teacher(s) 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. This coaching and mentoring will take place mostly during Advisory classes with lessons focused on personal growth, organizational skills, and mindfulness.

The role of the school's Advisory Teacher is also to enhance communication between the school and families and to provide support as needed for ISR students.

Learning support

Students with learning support requirements may require reasonable adjustments to access the curriculum. These should be aligned with the Special Educational Needs Inclusion Policy and the Language Policy. The SEN Coordinator assesses students' individual needs and guides students, parents, and faculty on the structures and strategies best suited to support each student. However, the overall learning outcomes must remain the same.

Students with more challenging learning support requirements, who may benefit from ongoing, scheduled support for their learning needs, may require modifications to subject objectives and assessment criteria. This will be decided by the student support team using official documentation.

Enrollment services

The Admissions Office is actively involved with students transferring schools at any time throughout the academic year. Their services include, but are not limited to, transcripts, proof of enrollment letters, and teacher recommendation letters/forms. Proof of enrollment letters for student transit cards also come from the Admissions Office. Should you require any of the above services, please contact the Admissions Office at admissions@isriga.lv.

University Guidance Counselor

ISR is committed to helping our graduates gain admission to colleges and universities worldwide. The Counselor oversees the college application preparation process, including career advising and teacher references for universities, and meets with students and parents to discuss college choices, standardized testing, and other related issues. Career advising activities begin in Grade 9, and the formal counseling process begins in Grade 11 and continues through to the completion of the college application process in Grade 12. The Counselor will guide Grade 11 - 12 students throughout the entire college process to ensure they are targeting appropriate institutions and meeting deadlines.

For career counseling, which starts in Grade 9, the Counselor will assist students in understanding their personal traits and talents, enabling them to acquire the necessary skills to explore the world of work and make informed career decisions.

The Counselor's role also includes being available for individual conferences with students and parents and being involved in the admissions process by guiding students through appropriate course selections when needed.

Library

The library strives to be a welcoming space for the entire Secondary 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 to which the school subscribes. Magazines and newspapers are placed in the library for easy access, with the understanding that they will be returned when finished. The librarian helps maintain the welcoming, student-centered library that functions as the heart of the school.

Health, illness & injury

As per Latvian law, all students must have completed Latvian medical forms by a local doctor. It is the parent's responsibility to update these forms as applicable (new vaccinations completed, new conditions diagnosed, etc.).

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.

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).

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 authorising 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 Nurse's 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.

Injuries

Students injured during the school day are to go to the School Nurse. The School Nurse will initiate first aid treatment whenever necessary. Following first aid, the student will be placed under the care of her/his 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 life-saving techniques). In the event of the School Nurse's absence, a trained staff member will initiate first aid treatment and will activate the emergency response system as above.

Illnesses and transferrable conditions

Students who arrive at school ill or who become ill at school will go 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 sent home from school and must remain at home one full school day after successful treatment. 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 24 hours after beginning proper medication.
- 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 a rapid strep test and throat culture, is required. If determined to be strep throat, a child may return to school after taking antibiotics for 72 hours and must be fever and symptom-free.
- Unusual irritability, restlessness, and listlessness are usual signs of an oncoming illness in 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 upon their return.

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, he/she 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 has developed a comprehensive Child Protection Policy, which is available on the ISR website.

A person aged 18 or older is no longer considered a child, although some students are 18 while finishing secondary school. Should the school suspect that a student age 18 or older is suffering from physical or sexual abuse, the school has the option of encouraging the person to report the case of abuse to the police him/herself or reporting the case of abuse to the police. In case the person in question has minor siblings, the school will have to report the case to the Latvian Orphan Court, since the abuse can probably affect other children too.

Sexual harassment

As ISR provides a safe environment for everyone, all students have the right to be free from sexual harassment of any sort, verbal or physical, from either adults or other students in the school or during school events off-site. Staff and students do not have the right to sexually harass either adults or students verbally or physically, either on-site or off-site.

RULES & REGULATIONS

Campus responsibilities

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

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, clothing with offensive language or promote violence, alcohol, or tobacco products, 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 Assistant Principal and asked to change, or may be sent home if their dress continues to be inappropriate.

- Footwear. For safety and health reasons, enclosed shoes (not sandals) must be worn in Laboratory Science classes and PE. At other times, students are encouraged to wear enclosed shoes but may wear sandals. Flip-flops and other footwear are not allowed at any time due to safety and health concerns.
- Students are required to wear a pair of indoor shoes to help keep our school clean and dry. Some form of footwear must be worn at all times, especially during the winter, in case of evacuation.

Break time procedures

If a student is injured during break time, 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 by the nurse.

Pets

In general, pets are not allowed on the school premises. If a parent or student would like to bring a pet to school for educational purposes, they must first receive permission from both the subject teacher and the Secondary Assistant Principal. The school is not liable for any problems that may arise while a pet is visiting.

Bullying

At ISR, we do not accept bullying of any kind. As a KiVa school, we are committed to fostering a safe, respectful, and supportive environment for all students. The KiVa program is an evidence-based anti-bullying initiative that promotes positive school climate and community well-being.

Bullying is defined as the repeated and intentional harming of another person or group, involving an imbalance of power. It can be physical, verbal, psychological, or digital.

Bullying is not:

- Occasional social conflict or exclusion
- One-time acts of aggression or unkindness
- Mutual arguments or disagreements

ISR prohibits all forms of harassment and bullying. All members of our community, students, staff, and volunteers, are expected to demonstrate respect and kindness in their interactions.

Because bullying can often go unnoticed by adults, we encourage students to speak up and seek help. If your child shares concerns at home, please communicate them to either a classroom teacher, counselor, or the school nurse as soon as possible.

Any reports of bullying will be addressed promptly in accordance with ISR's behavior policy. If a student is demonstrating bullying behavior, it will be addressed directly and clearly. True bullying often includes a lack of remorse, even when the harmful impact is communicated.

Teachers and administrators will closely follow up and take the necessary action to ensure the behavior stops. Students will also be taught about the importance of standing up for one another and the role of the bystander in creating a caring community.

Parent concerns

If Parents or Guardians have concerns about their child's academic progress, behavior, physical or social well-being, they should first contact the Pastoral Leader or relevant subject teacher. Should the concern remain unresolved, a conference with the Assistant Principal, the teacher (s), the student, and the parent/guardian will be scheduled.

Should the concern remain unresolved after the conference with the Assistant Principal, a meeting between the Director and/or Principal, Assistant Principal, and the Parent shall take place.

ISR Behavior Policy

Mission

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.

Positive School Climate

It is crucial that we, as caregivers, teachers, support staff, and administrators, model positive, inclusive, and respectful language and behavior at school and in classrooms.

When a positive school climate exists:

- students, staff members, and parents feel – and are – safe, included, and accepted;
- all members of the school community demonstrate respect, fairness, and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment; students are encouraged and given support to be positive leaders and role models in their school community – for example, by speaking up about issues such as bullying
- students, the administration, staff members, parents, and community members engage in open and ongoing dialogue. All partners are actively engaged;
- Principles of equity and inclusive education and strategies for students and staff related to bullying prevention and intervention and awareness-raising are reinforced across the curriculum;
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners;
- Every student is inspired and given support to succeed in an environment of high expectations.

Guiding principles

Everyone has a role to play in building a positive school climate. Success depends on a whole school approach that includes the active involvement of school leaders, staff members, students, parents/guardians, and community members who are committed to a shared vision of a safe, inclusive, and accepting school community.

Building a positive school climate means embedding the principles of equity and inclusive education in all aspects of the learning environment, and in all school and board operations, to support the well-being and achievement of all students.

Building a positive school climate requires a focus on developing healthy relationships throughout the school community among students and adults, and between adults and students. No single solution can guarantee the creation and maintenance of a positive school climate. Success requires an ongoing, comprehensive and collaborative effort on the part of everyone involved.

At International School of Riga, a positive school climate is supported by:

- The Castle Team system;
- Assemblies and Student Recognition events; Intramural Sports;
- Advisory arrangements; Special Event Days; Student Council;
- Service as Action program;
- Parent Teacher Organisation events and activities.

International School of Riga maintains a positive school climate yet also has a coordinated and detailed plan to address student behavior challenges if and when they arise.

Behavioral framework

The purpose of this document is to outline the expectations for acceptable behavior at ISR, the systems to promote positive behavior, and intervention guidelines for resolving behavior incidents, including adherence to handbooks, school rules and regulations, community standards, and applicable local law. Students shall respect the rights and privileges of others and shall cooperate with other members of the school community.

At ISR, we prioritize creating a safe and respectful atmosphere conducive to every child's learning and well-being. Students are expected to develop individual responsibility for their behavior. At ISR, we strive to do this through positive reinforcement and have several systems in place to facilitate this. Two key questions guide all decisions and actions taken to facilitate the development of a child's behavior: How does my behavior impact my own learning and well-being? And how does my behavior impact the learning and well-being of others? Every child has the right to feel safe and to learn.

Staff are to treat pupils with dignity and respect, taking into account their circumstances.

The combined efforts of students, parents, teachers, and administrators will lead to the achievement of the above-stated goals.

Teacher expectations

In order to foster and contribute to a positive school climate, teachers are expected to:

- Begin any problem-solving process with the student in the classroom setting;
- consistently apply all guidelines on student behavior;
- understand that all staff and administrators are responsible for student supervision and behavior;
- Take personal responsibility for upholding school rules.

Student responsibilities

At school, every student has the responsibility to:

- work as a supportive and respectful member of the ISR community and be active as a participant in the full life of the school;
- demonstrate courtesy and respect toward others;
- Follow school and classroom rules expressed in the ISR Student Handbook, follow the ISR school expectations for the playground/outside, lunchroom/canteen, cubby/lockers areas, phone use, assemblies, and common areas that are reviewed and accepted by all students and teachers at the beginning of each school year.
- participate in establishing classroom essential agreements on behavior at the beginning of the school year and follow the agreed-upon rules.
- be an active participant in the decisions pertaining to his/her learning and maintain good care of school materials and facilities;
- Demonstrate and appreciate cultural sensitivities.

Student conduct, expectations and rules

Student conduct rules apply to students while they are in school, on the bus, on school grounds, at school-sponsored events, or in other circumstances that have a real and substantial relationship to the lawful maintenance and operation of the school. Any students who violate the rules in this policy, depending upon the individual circumstances involved, are subject to discipline, suspension, or expulsion.

Students may also be subject to expulsion for violations of any other situation whereby the student's presence poses an immediate or continuing danger to the student, other students, or school personnel, or an immediate and continuing threat of substantial disruption of the educational process. Unless otherwise specified, violations of these rules are cumulative throughout the student's school years.

In addition, the school reserves the right to discontinue a student's enrollment based on student disciplinary history, for either an individual occurrence or multiple infractions.

In order to fulfill his/her full potential, the student will:

- attend school daily;
- be punctual and have the necessary uniform and learning materials for the day;
- complete homework and other assignments and submit them on time;
- be positive role models by following school expectations and demonstrating positive values in and outside the school;
- produce his/her own authentic and original work;
- In class, work in the language of instruction.

ISR students are required to understand that cultural and religious differences require sensitivity in the use of language. Therefore, inappropriate, abusive, or profane language and visual images are not permitted in school, on transportation, or on school-sponsored activities, and offensive materials will be confiscated.

Field trips

Field trips are an integral part of the educational program at ISR, and participation is expected. For all trips, information will be sent home by the subject teacher. Day field trips to places of interest are organized to enhance the academic program. A parent or guardian must sign a permission form for the student to participate. The school will also organize other longer field trips involving travel. These trips sometimes include overnight stays, so specific information and health forms are issued. Teachers and chaperones assume parental responsibility on school-sponsored trips.

Service as Action

At ISR, Service as Action is a vital component of the IB Middle Years Programme and is actualized in Grade 9 (MYP Year 4) through the Community Project and Showcase. This project challenges students to explore ways they can give back to both their local and global communities through meaningful, student-driven action. Whether working individually or in small groups, students identify a need, plan a response, and take purposeful action, ranging from direct service, like volunteering, to advocacy, awareness campaigns, or research-based service. The project follows four key stages: investigating, planning, taking action, and reflecting. Guided by an advisor, students document their journey and reflect on their personal growth, including empathy, collaboration, perseverance, and leadership.

In Grade 10 (MYP Year 5), students complete the Personal Project, an independent, in-depth exploration of a topic they are passionate about. This experience further strengthens skills such as research, goal-setting, and reflection, while building on the foundations of service and inquiry established in earlier years. Together, the Community and Personal Projects prepare students for the IB Diploma Programme's Creativity, Activity, and Service (CAS), where they continue to grow as engaged, globally minded citizens committed to making a difference.



SECONDARY CAMPUS CONDUCT AND SAFETY EXPECTATIONS

Campus Access and Security

Our campus is fully fenced and equipped with multiple entry points, each requiring card access. All students will be issued an ISR access card, which will allow access to designated doors and gates. These cards are essential for daily use and must be carried at all times. Each card is designated to the individual student and may not be used by any other person.

- Lost cards must be reported immediately to Ms. Sulce, Executive Assistant. The card will be deactivated, and a replacement will be issued at the student's family's expense. If you cannot access the premises, go to the main gate and ring the front desk. Do not climb over the fence. Once identified as an ISR member, you will be granted access.
- For safety reasons, students must never open gates or doors for individuals they do not know, or for anyone outside the ISR community.
- Students may only use the access points assigned to them and may not enter the building through unauthorized doors.

Building Use and Movement

The ISR-designated areas include floors 1 through 4 and the secure gated premises. Students are not permitted to enter any floors beyond the fourth floor, including stairwells or elevators that access restricted areas.

To ensure safety and the smooth flow of movement:

- Students should always stay to the right while using the stairs.
- The elevator may only be used with written permission from both the Secondary Principal and the Director.

Indoor Shoes and Cleanliness

To maintain the cleanliness and condition of the building, the use of indoor shoes is mandatory for all students.

- Students will have access to the wardrobe and storage areas on the ground floor.
- If a student arrives without indoor shoes, plastic shoe covers will be provided at the entry door and must be worn while indoors.

Behavior and Consequences

All students are expected to follow ISR rules at all times while on campus. Safety violations, including misuse of access cards, entering unauthorized areas, or unsafe behavior in stairwells or common spaces, will result in disciplinary action in accordance with the ISR Behavior Policy. This may include detention, suspension, or, in severe cases, expulsion. By following these guidelines, we can all ensure the campus remains safe, clean, and welcoming for everyone.

TECHNOLOGY & ACCOUNTS

Google and Toddle accounts

All ISR students from Grades 2 to 12 are issued a school Google account, which is also their school email address. The email address consists of two numbers, the intended year the student graduates, and three more numbers. The Google account is used to access and use:

- School email
- Google Drive, including Docs, Sheets, sheets, and other affiliated Google services
- Toddle

The Google accounts are managed by the school, allowing the school to monitor the students' usage of the accounts.

Secondary campus access to laptops

The school requires that all Secondary campus students (Grades 6 - 12) 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 is adequate. Students need to bring their laptop to class daily.

Technology use and guiding principles

ISR's technological resources are dedicated to furthering the school's mission and serving 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. Technology User Agreements are signed by the parents and students in Grade 2, Grade 6, and Grade 9. Any new students and parents sign the agreement during the admissions process.

Network and computer services

The school provides students with access to its 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 Principal may deem behavior 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 behavior while using school computers that they exercise elsewhere on campus. Communications on the network are often public in nature. General school rules for behavior and communication 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.

A photograph of three young women in an art gallery. One woman with blonde hair is seen from the back, wearing a white knit sweater. Another woman with dark hair is partially visible on the left, smiling. A third woman with long red hair is in the foreground, smiling and looking towards the others. They are surrounded by various framed artworks on the wall and a taxidermied animal head with large antlers in the background.

Empowered
STUDENTS

MAIN EVENTS & FESTIVALS

At ISR, we have many special events throughout the year, which are all carefully designed to support various aspects of our students' development. Attendance on these days is an expectation as they are important parts of participating in the full ISR learning experience. Parents are warmly invited to join the events as active members of our community.

Some of the school events require different dress codes. Among those are dressing as a book character, wearing traditional national clothing, dressing in national colors, or wearing house shirts/colors. It is advisable to have a set of more official/festive clothes, for example, a white shirt, black bottoms, and dark dress shoes. As ISR provides an inclusive and caring environment for everyone, it is expected that students who dress up in costume for any school event are respectful towards people of all cultures, physical abilities, physical traits, including skin color and size, religions, languages, ages, genders, sexual identities, and social statuses.

The following is a brief description of each main event. Other events will be advertised as they are organized.

First/Last Day of School

On the last day of school, all students gather for an assembly to celebrate the year and wish good luck to the students who are going to continue their learning journey in other schools and countries. The last day of school is a half day with dismissal at noon.

In Latvia and several other countries, it is customary to greet the teachers with flowers on the first and last day of school. This is certainly not an obligation at ISR but you may see students following this tradition.

Back to School BBQ

This is a community event at the very beginning of the school year. Parents are invited to join us for a barbecue to meet other parents, teachers, and ISR staff members in a social atmosphere.

International Day

A celebratory, learning-focused event with a real emphasis on international-mindedness and the ethics of thinking as a global citizen. We celebrate our own identities while learning about and appreciating other cultures. Parent and/or Teacher-led workshops focus on international-mindedness and ethical decision-making. Everyone is invited to wear their national dress or colors. Students also have the chance to learn about different countries and cultures by visiting display tables set up by parents.

Latvian Independence Day Celebration

This is a whole school event celebrating a day that is significant for our host country and our Latvian heart. In our understanding, an important part of international-mindedness is respect for and connection to our host country, and this is a day for students to really feel a sense of belonging in Latvia through song and dance performances. The dress code for this event may depend on the theme of the event and will be communicated by the organizing committee.

Winter Solstice

Winter Solstice is when many cultures celebrate the return of the light. In Latvia, this includes various symbols and traditions. Our students mark it on the last day before Winter break by dressing as animals (bear, sheep, horse, crane), objects (broom, hay-stack), people (tall wife, short man), and pulling a log around the school to collect the year's troubles.

Jāņi - Latvian Midsummer Festival

This is a celebration of an important traditional event in our host country at the end of the school year - very much enjoyed by everyone as we participate in songs and dances and prepare traditional dishes. Everyone is invited to dress in traditional Latvian style for the festival. Your child might like to wear his/her traditional national clothing on this day.

PTO organised family events

Community-building social events for families to meet new community members and get to know each other better are organized throughout the year. These events are often organized during the weekends and outside school hours.

Assemblies

Assemblies occur periodically throughout the school year on an as-needed basis. During these assemblies, student successes are shared with the school, as well as recognising different students and groups within our community. This is an experience that can allow students to practice their presentation, public speaking, and performance skills.

Themed weeks

Throughout the year, ISR celebrates several special focus weeks that provide off-timetable, themed learning experiences. Each event offers students the chance to engage in creative, hands-on, and collaborative activities that extend learning beyond the classroom. Parents are warmly encouraged to get involved, whether by leading an activity, sharing their expertise, or supporting classroom events. These weeks are vibrant parts of our school culture and wonderful opportunities for our community to come together.

Shadow day

Shadow Day is a day where students in Grades 9 - 11 are matched with a company/organization that matches their interest and passion, and could possibly be an area of study at the postsecondary level. It is organized by the University Counselor and usually takes place in April. Details and logistics are sent to students and parents closer to the date.

Parent & Student Acknowledgement of the ISR Handbook Content

We have read and understood the contents of the ISR Student / Parent Handbook. We understand that ISR makes every effort to provide a safe and secure learning environment but that the student is responsible for her or his behavior 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.

We acknowledge that we have read, understood, and agree to the policies and procedures detailed in the ISR Child Protection Policy. Read the full policy on Toddle.

Date: _____

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____

Please print this page and, after it is signed by students and parents, return this page to the homeroom teacher.
Please refer to the previous pages at home for reference.



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