



# International School of Estonia

## Student and Parent Handbook

2020-2021



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August 2020

Dear Parents, Care-givers and Students,

Alongside our ISE staff, it is my pleasure to welcome you to the 2020-2021 school year at the International School of Estonia. To our new families, a special warm welcome.

We hope that this guide helps you to understand the way our school operates. It sets out the expectations we have and what you can expect from us. We recommend that you read important sections of this handbook with your child(ren).

While this book is designed to be helpful for everyone, please do not hesitate to offer suggestions that might help us improve it for the next school year. If you have further questions, or we can be of assistance in any way, please let us know.

We look forward to working with you in the ISE learning community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Don Payne', written in a cursive style.

Don Payne  
Director

### **The International School of Estonia**

The International School of Estonia offers education for students from Pre-School to I.B. Diploma 2. This is ages 3-18 approximately. Its curriculum is based on the programs of the International Baccalaureate Organization and is taught in the English language.

The International School of Estonia (ISE) was founded in September of 1995. Technically, ISE consists of two schools, the International Preschool of Estonia and the International School of Estonia. The schools are owned and operated by MTÜ IEAE (International Educational Association of Estonia), a non-profit organization made of the parents of ISE students. The Articles of Association are available in the school office. ISE is recognized by the Ministry of Education of the Republic of Estonia and is fully accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). It is an International Baccalaureate Continuum School

### **The Management Board**

The Management Board governs the school. The Board is responsible for establishing general policies of the school, approving the budget, and the hiring/evaluation of the school Director. The Board members are elected by the parents of ISE students. Board meetings are open to the public with the exception of executive sessions. The current members of the Board are listed on ManageBac and our website.

### **ISE Vision**

ISE strives to create a globally minded community of diverse learners empowered to be agents of positive change.

### **Mission**

- Support a safe, caring, respectful environment that values creativity, diversity and inclusivity.
- Develop self-aware learners with the tools for fulfillment in their world and beyond.
- Provide best practice learning which empowers individuals to set and reach high standards.
- Encourage students to think globally and act locally.

### **We Believe**

- In learner agency and the power of inquiry.
- That there is strength in diversity and inclusivity.
- That we all should listen thoughtfully to others and consider their points of view.
- We learn best when we feel safe, happy, valued and challenged.
- It is important to strive to be the best you can be.
- We should look beyond ourselves and seek to make genuine, positive, sustainable changes in the world around us.

### **The IBO Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international



organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### The Universal Declaration of Human Rights

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. The International School of Estonia agrees with and upholds the principles of this declaration.

### Administration Directory

Director	Don Payne	donp@ise.edu.ee
PYP Principal Coordinator	Terje Äkke	terjea@ise.edu.ee
MYP Principal Coordinator	Kadri Tomson	kadrit@ise.edu.ee
DP Principal Coordinator	Ritu Dubey	ritud@ise.edu.ee
Office Manager/Activities & Admissions Coordinator	Reelika Herkel	office@ise.edu.ee
Finance Officer	Merit Kungla	accounting@ise.edu.ee
Human Resources	Katre Pohlak	admin@ise.edu.ee
Student Support Services Coordinator	Grethen Tiits	grethent@ise.edu.ee
Dean of Students	John Thornton	johnt@ise.edu.ee
Nurse	Aino Leego	ainol@ise.edu.ee

### Communication Between Home and School

At the International School of Estonia, we believe in the power of strong communication. At any time in the year, parents who wish to review their child's progress are encouraged to contact staff at school to arrange for an appointment. In accordance with this handbook, it is imperative that when a matter first arrives to contact the teacher by person to set an appointment. All teachers and staff have been asked not to engage in lengthy emails but to simply respond to parent concerns by setting an appointment. **For a balanced work and personal life school related e-mails should not be sent, and are not expected to be answered after 4 pm.** At the conclusion of the first meeting, the Principal Coordinator will be brought into the conversation if it has not been resolved during this initial meeting. It is only when the teacher, the Principal Coordinator is unable to resolve the issue that the Director will be brought into the discussion. Our distinguished teaching staff is ready to help you when a question, an issue, a problem or a concern arrives. Parents can contact teachers by individual school emails available on the school website. Please do not hesitate to speak to your child's teacher.

## SCHOOL DAY

### School Calendar

The official school calendar is available on our website and is included at the back of this document.

### Daily Schedule

#### Arrival-All days

Main gate opens	07:50
Homeroom	08:35-8:40

While Diploma students may arrive earlier, all other students should arrive at the school no earlier than 08:15, unless special arrangements have been made with the homeroom teacher. Please note that teachers are in classrooms at 8:30 and students should not be in classes unattended.

#### Dismissal-Monday, Tuesday, Wednesday and Friday

Preschool - MYP 5	15:30
DP (as scheduled)	16:15
After school activities (optional)	15:30-16:15
Office closes	16:00
Main gate closes	18:00

#### Dismissal-Thursday

Preschool - DP	14:45
After school activities (optional)	14:45-15:30
DP (as scheduled)	16:15
Office closes	16:00
Main gate closes	18:00

**Dismissal on half days** 12:00 (no lunch is served)

#### Faculty and staff departure

Full days	15:45 (16:00 Tuesdays/Thursdays)
Half days	12:30
Doors and gates locked	18:00

### Bell Schedule

The clock in the office and the bell system are the official time of the school. In MYP and DP, ISE uses 45-minute class periods, with 5 minutes passing time between classes. In PYP, the day is more fluid.

### Arrivals and Departures

Students under the age of 18 may not leave the school campus prior to the end of school, without parent permission.



PYP students in preschool-PYP 5 will only be allowed to leave school with their parents or with a pre-approved guardian. Parents are required to provide the homeroom teacher/office with a list of those persons who may pick up their child from school. PYP students in upper elementary may come and/or go independently with a written note submitted to the homeroom teacher and the school office.

MYP and DP students in MYP 1-DP2, unless specified by a parent, may leave school independently after the dismissal time. Parents are asked to notify the school in writing, of any change in the child's normal arrival/departure routine.

Off-Campus privileges are granted to DP 2 students at the discretion of the DP Principal Coordinator. At the start of DP 2, a form is distributed to those students who qualify for this privilege. The form must be signed by a parent and then returned to the Principal Coordinator. The school will provide the student with a laminated pass to be shown to security at departure. For security purposes, students must inform their advisory teacher when they depart school outside the regular class hours.

### **Leaving during the day**

MYP and DP students leaving during the school day must have a note from a parent submitted via Managebac in advance. The student will then **get a sign-out slip from the advisory teacher to present to security guard before departing**. In case the advisory teacher is absent, the programme level Principal Coordinator should be notified.

### **Late Arrivals**

A student will be considered late if he/she is not seated in homeroom by 08:40. If late, upper school students should immediately report to their scheduled class not their advisory teacher.

### **Breakfast/Lunch**

ISE operates a cafeteria, serving hot and cold foods. Students are welcome to bring their own lunches and snacks, or to purchase food through the cafeteria. Food purchased from the cafeteria is not included in the regular school fees.

Breakfast is served free daily to students from 8:15-8:35 am. Parents are welcome to eat at the cafeteria for a very small cost.

### **Lunch**

PYP students who choose the main meal will receive a set menu.

MYP and DP students may choose from a variety of items and may pay in cash or by credit. Prepaid accounts can also be arranged with the cafeteria. Information on pricing plans is available from the office or the cafeteria. The weekly cafeteria menu is available in the weekly newsletter sent home by email every Friday.



### Recess (Breaks)

PYP students are expected to go outside for recess, unless excused by parent/doctor request. In the case of dangerous or unfavorable weather conditions, students will remain inside in a supervised area. The guidelines for indoor recess are as follows:

- temperatures below -10 C, with high wind
- temperatures below -15 C
- an accumulation of standing water, slush, or mud
- heavy rain or lightning conditions

In certain situations, MYP & Diploma students may also be required to go outdoors for their breaks.

The ISE nurse makes the final decision on outdoor recess. In the event of snow, no sledding or snowball throwing is allowed at school or on school trips, unless authorized by ISE staff.

### After School

PYP students in Preschool through PYP 5 must be picked up or leave the school no later than 15 minutes after the dismissal time for that student's regular classes or after school activities. If the parent or guardian of a PYP student is late, the homeroom teacher will contact the parent, and the child wait on the black sofas by the security station until the parent/guardian arrives, unless the parent allows the child to leave independently.

Students in MYP and DP may remain at school, unsupervised, provided they behave appropriately and are engaged in productive and positive activities.

Once parents arrive to pick up their children, the parent, **not the school**, is responsible for the well-being and the supervision of their child. **PYP students are not permitted to play in school or on the playground before and after school without parental supervision.**

### After School Activities

After school activities will begin shortly after the start of each semester. These will be enrichment or recreational in nature and are voluntary. Parents are encouraged to plan and offer an after school activity. Shortly after the start of each semester, a registration form will be sent home to parents. A registration fee is required for most activities. For details, please contact the school activities coordinator. Parents are requested to pick their children up punctually after activities finish.

### Emergency School Closure

In the event of the necessity to close the school, parents will be notified by email, sms, phone or social media as available. Students will be released only to their parents or guardians, unless the parent or guardian specifically notifies ISE otherwise, in person. The school has arranged for Tallinna Spordihall on Staadioni Street to act as a safe house should we ever need to evacuate the school building. The school has a comprehensive Emergency Procedures Manual, which is available for review in the school office. The Manual details procedures for evacuation of the building in the event of fire or other threat.





ISE follows the Estonian Ministry of Education guidelines regarding cold weather. In all weather conditions, the school is expected to be open for students who wish to come to school. If temperatures drop below negative 24°C for lower school and negative 28°C for upper school, students are not required to come to school. School will seldom be closed at ISE, as the majority of our students do not walk to school. An emergency SMS text will be sent in cases of school closure, and communicated via school Facebook page as well.

### Arrivals and Departures

PYP students will only be allowed to leave school with their parents or with a pre-approved guardian. Parents are required to provide the homeroom teacher/office with a list of those persons who may pick up their child from school. PYP 5 students may come and/or go home independently with a written note submitted to the homeroom teacher and the school office.

MYP and DP students unless specified by a parent, may leave school independently after the dismissal time. Parents are asked to notify the school, in writing, of any change in the child's normal arrival/departure routine.

Off-Campus privileges are granted to DP 2 and in some circumstances, DP 1 students at the discretion of the DP Principal Coordinator. At the start of the year, a form is distributed to those students who qualify for this privilege. The form must be signed by a parent and then returned to the Principal Coordinator. The school will provide the student with a laminated pass to be shown to security at departure. For security purposes, students must inform their advisory teacher when they depart school outside the regular class hours.

## ATTENDANCE

Consistent attendance is essential for academic success at ISE. Families are encouraged to minimize the number of days that students miss. In particular, parents are strongly encouraged not to take their children out of school for extended vacations. Parents who do are required to notify their child's teachers at least two weeks in advance. Students should not ask teachers to assign work in advance, but are expected to check ManageBac for missed assignments.

### Expectations

Students are expected to attend **at least 90% of all school days in each semester**. Any student who misses 10% or more of all possible attendance days in one semester is subject to academic probation, repetition or dismissal from the school. If the student is on scholarship, the scholarship may be withdrawn.

At ISE, students, parents, and staff can communicate openly with the school administration to find workable solutions for any student experiencing punctuality of attendance issues. Further information is available from ISE Attendance Policy on school website (Academics section).

### Absences

If a student is going to be absent for any reason, **parents are asked to notify the school by ManageBac through the attendance tab**. If a student is not in school by 09:00, and the parents



have not notified the school, the school may contact the parents to verify the cause of the absence.

### **Missing Student Work**

Students who miss school, for any reason, are expected to make up all missed work and tests upon their return. The teacher will determine if any additional time shall be allowed for making up missed work or tests, and the following conditions will apply:

- The student will be required to complete any work or tests no later than 2 weeks from the date of the student's return to ISE.
- If future tests or assignments are planned, which will require the student to know information/skills taught during his/her absence, the student will be responsible to "catch up" on that information/skills on his/her own time. The teacher will provide the student with any necessary resource materials needed to complete his/her self-study.
- Certain activities and experiences happen in class, which cannot be duplicated for students who are absent. Therefore, in some cases, it may not be possible for a student who is absent for an extended period, to achieve maximum marks.

High school students (MYP5-DP) have an end of semester assessment week. Students are expected to be present during this time.

### **STUDENTS' RIGHTS AND PRIVILEGES**

The school recognizes the rights of individuals and promotes self-expression and freedom of thought and will. At the same time, school rules place certain limitations on the rights of an individual in order to protect the rights of others.

Each student in the school has the right:

- to appeal decisions of teachers in a known, specific, and orderly way
- to participate, increasingly in the middle and higher grades, in developing and improving the rules and standards of pupil behavior in the school

### **Students' due Process Rights**

Students must be told what conduct is appropriate and what is unacceptable. Therefore, the rules and regulations set by the Administration to govern student conduct shall be distributed to the students in the form of this Handbook, discussed during the first weeks of school in advisory/homeroom class, and revisited during the year as applicable.

### **Student Complaints and Grievances**

If a student has any complaint or grievance about any aspect of the school, they must first raise that concern with the class teacher. If the class teacher does not deal with the matter within a reasonable period of time and to the satisfaction of the student, the matter will be referred to the Principal/Coordinator or the Director. If no redress is received from the Principal or Director within a reasonable period of time, the aggrieved student may appeal to the Board, in writing, as a last resort.

## Student Council

ISE maintains an upper school and a lower school Student Council. Students become members to the Council by volunteering or being elected for the purpose of acting as the students' official voice in dealings with the school community and in particular with the Senior Leadership Team, the PTA and the Board. There is an adult advisor facilitating the Student Council activities.

## STUDENT SAFETY, CONDUCT AND DISCIPLINE

### ISE Child Safeguarding Policy and Procedures

#### Introduction

An important part of the Mission of ISE is to: ***“Support a safe, caring, respectful environment that values creativity, diversity and inclusivity.”*** The ISE Child Safeguarding Policy seeks to provide that environment at school as well as identify and support students who may not live in a safe, caring or respectful environment at home.

### UN Convention on the Rights of the Child

The International School of Estonia endorses the UN Convention on the Rights of the Child, of which our host country, Estonia, is a signatory and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives.

The United Nations Convention on the Rights of the Child includes 54 articles to which governments are expected to be signatories. The principal articles, relevant to ISE, include:

- **Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 12:** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- **Article 19:** [Governments] must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- **Article 39:** Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

### Definition

**Abusive behaviour** is defined as neglect of a child and/or mistreatment in a manner that endangers their mental, emotional or physical health.

### The Role of the School

The International School of Estonia has an institutional responsibility to protect children. In this role we need to ensure that students in our care are afforded a safe and secure environment in which to grow and develop. As educators, we have the opportunity to observe and interact daily with children and over time are in a unique position to identify children who need help and protection. As such, we have a professional and ethical obligation to identify children who may need protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

ISE reserves the right to pursue suspected abuse cases to the full extent of national and international law. Cases of suspected child abuse or neglect may be reported to the appropriate child protection agency in Estonia or the child's home country.

The International School of Estonia will distribute this policy annually to all parents, will communicate this policy annually to students, will provide annual training for all faculty and staff, and will make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, the International School of Estonia will conduct a full investigation following a carefully designed course of due process.

### The Role of School Staff

All faculty and staff at the International School of Estonia have a professional obligation to be vigilant towards abuse and neglect and to report their concerns about the well being of any student. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with procedures within this policy.

While it is not the School's policy to monitor the conditions in which and under which the students live, staff members have a professional obligation to be vigilant towards neglect and abusive behavior.

This includes signs of the following:

- **Physical abuse** - non-accidental injury including burns, human bites, and beatings which have been intentionally inflicted;
- **Sexual abuse** - where a child is used for the sexual gratification as in obscene conversation, exposure to pornographic material, exhibitionism, molestation, incest, rape, or sexual exploitation;
- **Emotional abuse** - unreasonable demands in an excessive or aggressive manner such as habitual and inappropriate teasing, verbal abuse that demeans and belittles the child, bullying, and lack of love, support or guidance;
- **Neglect** - inadequate supervision, persistent lack of provision of basic human necessities food, clothing, shelter, medical care, or the failure to protect the child from exposure to any kind of danger (including cold and starvation) and which affects the child's health or development. In some cases, faculty or staff may hear of students who are home alone or with minimal supervision for a period of time.

### A. Identification

Members of the School staff are well placed to observe and report outward signs of abuse. Care must be taken as such signs can only be a cause for suspicion and are not, in themselves, proof that abuse has occurred. Unexplained changes in behavior or changes in school performance may indicate abuse. Inadequate clothing, poor growth, or apparently deficient nutrition may indicate physical neglect, while attention seeking or excessive dependence may point to emotional neglect.

In addition, School Personnel should encourage students to self-report abuse. If a student self reports abuse or neglect to a staff member, that staff member must immediately file a report and the process outlined below should be followed.

### **B. In School Follow-up After Identification**

These steps should be followed after identification of potential abuse or neglect:

**Step 1.** Identifying teacher/s must report suspected abuse/neglect immediately to the appropriate Principal/Coordinator, who is required to immediately inform the School's Psychologist and the Director. The teacher **must not** conduct an investigation on their own.

**Step 2.** Within 24 hours of a report having been made, the Psychologist, Homeroom/Advisory Teacher, Principal /Coordinator and Teacher filing the report (The Care Team) must meet to assess if a suspected abuse/neglect situation exists.

The care team may consult the nurse and learning support coordinator for relevant information. A member of the care team may interview the student without parental permission and the school nurse may conduct a physical examination. A physical examination can only occur after Parent/care giver consent is received. Parents/care givers should also be provided the opportunity to be present when the examination takes place. The Student can also request the presence of their Parent or another trusted adult at any medical examination.

If the Parents/care givers refuse to cooperate and do not allow the medical examination (or there is a genuine concern or expectation that the consent will be refused) then, instead of the school's investigations continuing, the school will refer the case to the Estonian Child Protection Authority, and inform them of the circumstances.

Following an examination, interview or both, a written report should be prepared by the care team and sent to the respective Principal/Coordinator and the Director.

### **C. Follow-up with Parents and/or Sponsoring Organization**

Normally, the Director and/or Principal in conjunction with the Psychologist will arrange a meeting with the Parents to inform them of the suspected abuse/neglect. School Personnel will respect the family's right of confidentiality within the limits of the ISE Child Safeguarding Policy. If it is considered that the abuse/neglect is unlawful, life threatening, extreme, and/or it is deemed the child should be immediately removed from the home, the civil authorities will be notified immediately and if necessary without parent notification/consent.

In cases not fulfilling the criteria above, a meeting between members of the School's Administration (Principal/Coordinator and/or Director and Psychologist) will be arranged. Parents will be informed of the suspected abuse and the School's child protection policy. At the conclusion of the meeting the Parents will be requested to complete and sign a document acknowledging the meeting and agreements reached.

While each situation will be handled on a case-by-case basis, it is the intention of the School for one or more of the following to take place depending on the individual circumstances.

**1. Family counseling** - the family will be directed to a family counselor in the community. The family counselor will periodically communicate with the ISE school counselor to ensure that

outside counseling is continuing and that the family is making every effort to resolve the problem.

**2. Referral to the Estonian Child Protection authority by the Director.** If step 1 is not successful or agreed upon, the Director will notify the Estonian Child Protection Authority and ask them to intercede on the student's behalf. Again, if it is considered that the abuse/neglect is unlawful, life threatening, extreme, and/or it is deemed the child should be immediately removed from the home, the civil authorities will be notified immediately and if necessary without parent notification/consent.

### ISE Discipline Policy

At ISE our Mission Statement is about who we are and what we do. It governs all our policies and specifically directs that we must:

- Support a safe, caring, respectful environment that values creativity, diversity and inclusivity.

Our Core values similarly indicate we should:

- Listen thoughtfully to others and consider their points of view.
- Learn best when we feel safe, happy, valued and challenged.

It is therefore apparent that we cannot support a traditional disciplinary regime that seeks retribution as its foundation. Our fundamental precept lies in the management of change concerning student behaviour in order to foster attitudes aligned with our mission statement.

We consider that **Respect** must underpin any successful policy. This requires the development of respect for oneself, for others and for the environment. It is a prerequisite student characteristic that is integral to the learning experience.

We also believe that this quality will be demonstrated through Responsibility. Students must take responsibility for their actions and similarly be held responsible for these actions. Responsibility requires self-discipline, which lies at the heart of delivering a successful learning environment.

ISE believes in a fair, restorative approach to addressing disciplinary issues, which focussing on developing and maintaining those behaviours necessary for a sound learning environment. This implies that consequences for unacceptable behaviour should be formulated with this end in mind.

Issues will be addressed within a framework that outlines a set of basic behavioural expectations. These will be justified and expected consequences for failing to abide by these will be stated. The outcome of specific incidents will depend upon many variables including the individual student response. We recognise a fundamental difference between a student who recognises and accepts their mistakes from one, who in denial of such, is consequently unable to take steps towards ensuring that their behaviour is not repeated.

This approach will guide our determinations through principles derived from our Mission and Core values. This policy concerns itself with all matters relating to the wellbeing of our student community in terms of both events happening at school or during school events off-campus.

Expectations	Reasons	Consequences
Students respect their own property as well as that of others and the school.	This is central to the idea of respect for self, others and the environment. Students should expect their property to remain safe.	Theft and vandalism are serious matters. Students will be required to pay the full cost of any vandalism damage and either may be referred to the Director.
Students respect the school environment.	Littering or leaving food and related items around is unsafe and unhygienic. The school facilities and grounds should be clean and tidy at all times.	Students will be required to clean up any mess.
Students feel their learning environment is safe and free from violence, bullying, harassment and threats.	This is central to the idea of respect for others. All students have the right to a safe, protective and nurturing environment.	No form of physical or emotional abuse will be tolerated. This will be dealt with severely and may have serious consequences, including suspension or expulsion. All cases of violence direct or otherwise will require counseling.
Students live healthy lives refraining from smoking (including e-cigarettes and heats), drinking and illegal drugs.	As a responsible institution we discourage smoking on health grounds. It provides a thoroughly bad example, which may influence younger students. Drinking and using drugs has serious social, health and legal repercussions. Any students struggling to deal with the use of prohibited substances are encouraged to seek help from school staff. Students seeking assistance will not face any disciplinary action.	All cases will pass through the Dean of Students and the School Counselor. They may also be referred to the Director and parents will always be involved. We operate a zero tolerance policy for the use of illegal drugs and substance abuse. Any student using illegal drugs or found in possession of these will be expelled. We reserve the right to contact the police regardless of any other action taken.
Students use positive language that is appropriate for all audiences	In a multicultural environment, certain language may be inappropriate and/or offensive. It is important that students appreciate and respect the feelings of others. Similarly indecent or offensive posters, magazines, clothing or internet communications are not permitted.	Students will be warned for a first offence through their Homeroom teacher. Subsequent failure to maintain expectations will require counseling and possible sanctions from the Dean of Students.
Students enjoy healthy relationships in public.	School is a place of work. Public displays of affection should be minimized, particularly on a campus where there are younger students and visitors.	Their homeroom teacher will remind students of this rule. The Dean of Students will deal with repeated disregard for the rule. Any impact on a student's academic performance will be directed to the appropriate Principal Coordinator.
Students use computers, the internet, the library and all other school resources responsibly.	While it is important that students have access to a wide range of information, they need to learn how to use such information responsibly. This	Students may be restricted from using certain school facilities and may be denied the use of certain technology. Where this impacts student learning the appropriate Principal Coordinator will be involved.

	must be in a manner that does no harm to or offends others.	
Students must attend all classes and agreed activities unless they have obtained appropriate permission not to do so.	Regular attendance is necessary in order to maximise individual potential. Absence causes inconvenience to others and disrupts activities such as CAS and Service Learning.	Students are responsible for making up any work, with or without assistance from a teacher. The appropriate Principal Coordinator will manage this matter and parents will be involved. Repeated failure to comply with this requirement may result in severe academic consequences, such a removal from a programme of expulsion from school.
Students will be academically honest.	This is an absolutely vital aspect of self-respect, where students will irreparably harm themselves by ignoring the requirements. The long-term consequences can be catastrophic.	The appropriate Principal Coordinator will always be involved with such dishonesty. It may lead to removal from a programme. In public exams, cheating will lead to the cancellation of all papers set and disbaring from all future exams.
Students are punctual for all school activities.	Lateness is disrespectful to both teachers and the class and is selfish in disrupting other student's learning.	Students are responsible for making up any work at the convenience of the member of staff. They may lose break privileges in order to do so. Persistent offenders will be reported to the appropriate Principal Coordinator.
Students complete coursework as set and meet all deadlines.	Time management is an important skill and includes respecting deadlines.	Students are responsible for completing all their work. All difficulties must be brought to the attention of the teacher who is not obliged to give additional time and determine consequences. The appropriate Principal Coordinator will be kept informed of such failures.
Students will bring all necessary equipment to class.	This is an important part of personal organization and results in inconvenience to others when not adhered to.	Individual teachers will determine what they require and will inform students accordingly. Repeated failure to bring required materials will be reported to the Dean of Students.
Students do not bring any form of offensive article or weapon into school. This includes toys and replicas.	We operate within a non-hostile environment, where students must be free from fear. Anything that might be used for the purposes of intimidation or to menace others does not belong in our community.	If any instrument, of any form, is actually used as a weapon, this may result in expulsion and the police informed as appropriate. All cases of violence direct or otherwise will require counseling.

These expectations are open to interpretation and it will be the role of the school authorities to determine any such interpretations. The Director will remain the final arbiter of discipline matters. A discipline committee may be convened at the Director's discretion and may include community representatives if appropriate.

Individual teachers may have additional expectations of student behaviour and these will be made clear to students and followed by them.

The Principal/Coordinators are responsible for all matters relating to learning and appropriate behavior. The Dean of Students works with the Principal/Coordinators to support student behaviour.



The initial point of reference for many incidents will be the teaching staff. This may be followed by contact with the relevant Principal/Coordinator. The Dean of Students may be involved at any stage as required. If a case cannot be resolved at this point, then the Director will be involved as necessary.

Mandatory counselling and volunteer activities within the school will form a key component of our set of disciplinary consequences. More serious infractions may trigger a loss of privileges, typically of access to specified technical devices and denial of attendance at school functions. Beyond this we reserve the right to include in-school restriction. There are no prescriptive, systematic, consequences leading to suspension or expulsion. Instead, red flags are raised at stages for issues such as:

- Severity of incident
- Repeated and related incidents
- Patterns of unrelated incidents
- Inadequate classroom engagement
- Inadequate work ethic

## **Bullying**

This is a summary of our Bullying Policy. The complete document is available from the School.

*“EVERY BULLY, EVERY VICTIM, IS SOMEBODY’S CHILD.”*

### **What is Bullying?**

*Bullying is repeated, non-consensual aggression (verbal, psychological, digital or physical), conducted by an individual or group against others over a period of time.*

Bullying is essentially an abuse of power, inflicted in one form or another upon an individual. If a student does not agree with what is happening to them, this may constitute bullying. No one ever asks to be bullied. Bullying centres on a lack of respect and intolerance of others. It is another form of discrimination.

Bullying inflicts pain or distress through many types of anti-social behavior, including, though not exclusively:

#### **Indirect means**

- Exclusion, where students are deliberately and systematically excluded from activities with their peers.
- Spreading malicious rumours about someone in any form, verbally, in writing or on social media.
- Cyber bullying, including unsolicited posting of inappropriate or offensive messages or images on social networking sites.

#### **Direct means**

- Physical violence, including punching, kicking, hitting and spitting.



- Verbal violence, including name-calling and abusive language that may be directed towards factors such as race, physical characteristics, social behaviour, personality, religion, sexuality, family, national origin, academic performance, age or disability.
- Harassment, including unwelcome conduct based on these same characteristics, evidenced by persistently following a person or making offensive requests, including sexual or material demands.
- Intimidation, including using threatening and aggressive behaviour, sending abusive notes, emails, text messages, abusive posts on twitter or any other social network.
- Property violation, including incidents where students may have their property hidden, damaged, stolen or 'borrowed' for unsolicited purposes.

Like most behavioural patterns, bullying is primarily learned and subsequently repeated because it is in some way 'successful' for the bully. Early intervention is vital if the destructive pattern is to be broken. Explaining it away or refusing to believe it is happening simply allows the behaviour to become more ingrained. Potentially, the incidents become more and more serious as do the consequences.

Bullying affects everyone, not just the bullies and their victims. It affects others who may be friends, family, onlookers or simply passive pupils drawn in by peer pressure. It is a problem found both inside and outside of school, but is neither an inevitable part of school life, nor a necessary part of growing up. It presents an undesirable model for students of all ages and constitutes an unacceptable form of behaviour.

### What Bullying is Not

Bullying is *not* an isolated incident of aggression or conflict between children. Disputes take place and will be dealt with accordingly. Unpleasant as these incidents are, they are not bullying and should not be regarded as such. *However, they may constitute a warning sign of potential bullying and should be noted in case a pattern arises.*

### AS A SCHOOL:

At ISE, we will work to

#### Protect and support victims

- By providing direct relief from bullying activity.
- By offering the immediate opportunity to talk about their experiences with a suitable adult of their choice and the school counsellor.
- By informing the victims' parents/guardians.
- By offering continuing support and formal counselling as they feel the need.

#### Change the attitudes and behaviour of bullies

- By offering counselling to remove prejudiced attitudes and change their behaviour as much as possible.
- To facilitate resolution and closure of the problem by focussing on the behaviour rather than the person.
- By taking any of the disciplinary steps described below to prevent more bullying.
- By providing additional close supervision as necessary.

This involves educating the wider student body to actively reject bullying.

This requires developing student attitudes which express fundamental values, in order to modify unacceptable behaviour. It means acquiring social and emotional skills to build the capacity for interpersonal relationships, motivation and self-management. It encourages students to appreciate diversity, form positive attitudes toward other people and develop empathy.

- By active use in class of ATLs and the IB Learner Profile to create a growth mindset among students.
- Through Student Council activities to promote social inclusion.
- By developing an appropriate advisory programme for homeroom teachers.
- By providing Anti-bullying resources through our student support services.
- By using suitable opportunities to discuss appropriate behaviour.
- By displaying anti-bullying information around the school.

#### **ISE will:**

- Treat bullying seriously and take all possible action to eradicate it from our school.
- Follow a fair discipline structure. Rules will be simple and easy to understand.
- Deal quickly, firmly and fairly with any incidents, involving parents and school support services.
- Provide counseling for all parties as necessary.
- Regularly review the School Policy.

#### **Action to be taken by ISE staff when bullying is reported or suspected**

- Intervene immediately to defuse the situation.
- Speak, separately if possible, to all involved including any witnesses.
- Complete an Initial Incident Report for the school administration.

#### **If bullying is identified by the administration the school will**

- Provide help and support for all parties through the school support services.
- Take appropriate disciplinary action against the bullies.
- File a written Bullying Report describing the situation and any action taken.

#### **Disciplinary steps**

- Bullies will be warned officially to stop offending.
- Bullies' parents/guardians will be informed.
- Bullies' movements may be restricted.
- The Director may take appropriate action.

#### **AS A STUDENT:**

##### **If you feel that you are being bullied**

- Be assertive, tell everyone that you do not like what is happening.
- Go straight to an adult, explain what is happening. They are there to help you.
- Stay with friends or other people. There is security in numbers.



- Reacting may make things worse; keep calm.
- Understand that you do not deserve to be bullied and that it is wrong!

**If you know someone is being bullied: *do something***

- Take action! Watching and doing nothing looks like you are on the side of the bully.
- This empowers the bully and makes the victim feel further isolated even more unhappy.
- Act together with others to protect vulnerable individuals. You are stronger as a group than any bully.
- If you feel you cannot get involved, tell an adult immediately. There are ways of dealing with a bully without getting you into trouble.

**AS A PARENT:**

**If your child is being bullied**

- If you feel your child is a victim of bullying, inform the Homeroom teacher immediately. Your concerns will be taken seriously, and appropriate action will follow.
- It is best to advise your child not to fight back. It can make matters worse.
- Assure your child that there is nothing wrong with them. It is not their fault that they are being bullied and none deserves to be bullied.
- Make sure your child is fully aware that they should not be afraid to ask for help.

**If you suspect your child is bullying others**

- If you suspect or know that your child is involved in bullying ***you should act immediately to investigate the matter.***
- Talk to your child as soon as possible and try to unravel the facts.
- Inform the homeroom teacher of your concern and work with them on this issue.
- A child who bullies others may well be experiencing their own difficulties and counselling might be supportive for them.
- Indicate that you want your child to accept such responsibility. Be clear that *you* will not accept your child's behaviour.
- Bullying is often a learned behaviour resulting from the bullies' own experiences. It may help to discuss when they were made to feel badly by someone else.

School and parents ***working together*** can, and do, sort out the majority of these problems. However, please bear in mind that solving these types of problems often takes time and sensitivity.

*At all times the school support services are available to assist parents in dealing with these matters. Our school psychologist is particularly qualified to help manage such issues.*

**Anti-discrimination statement**

ISE is committed to ensuring that our school is inclusive of all communities and free from discrimination. We pursue policies that champion equal treatment to all students, eschewing discrimination on the basis of gender, gender expression, national or ethnic background, color, disability, sexual orientation, and religion. We affirm a student's right to their own gender



identity as expressed in their preferred name/pronoun, clothing, choice of restroom/changing facility and sports team.

### **Dress code**

Students are expected to dress in a clean, neat, and otherwise appropriate manner. It is recommended that students bring rain and snow pants to school as the weather dictates. During the winter months, students are expected to follow the Estonian law regarding the wearing of reflectors. Students in grades Preschool to 5 are required to have a pair of clean shoes/slippers at school to be worn inside only. For PE, students are required to wear clean exercise shoes and an ISE PE uniform, which will be discussed during the first week of school.

### **Gum chewing, food and beverages**

Gum chewing, eating and drinking are **not allowed** in the common areas of the upper school during breaks. Gum chewing, eating and drinking in classrooms is only allowed with teacher permission.

### **Corporal Punishment**

Corporal punishment is not allowed under any circumstances, although teachers do have the right and the obligation to physically restrain a student from doing harm to other people, to her/himself, or to property of the school. All such incidents must be reported at once to the Principal/Coordinator or Director. Parents or guardians are not allowed to use excessive discipline or corporal punishment on school grounds.

### **ACADEMIC Integrity**

The IB Learner Profile states that students are principled, meaning “acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere” (MYP: From Principles into Practice 38). As such, students should complete their work with integrity. Enforcing academic honesty ensures that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. ISE, following the IB guidelines, defines academic misconduct as behaviour that results in, or may result in, a student gaining an unfair advantage in one or more assessment elements.

Academic misconduct includes:

- Plagiarism - the representation of the ideas or work of another person as your own.
- Collusion - supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another
- Duplication of work - the presentation of the same work for different assessment
- Cheating - Behaviour that gives you an unfair advantage e.g. saying you have turned in an assignment when you did not, using cheat sheets, electronic devices, fabricating information trying to earn more time or credit on an assignment, project, or test.

### **Responsibilities**

#### **Students**

Academic integrity is developed across the whole school as part of ATL skills development. Students practice skills that are important across the curriculum and help them “learn how to learn”. In order to complete work with integrity students will:



- Learn and practice academic integrity as part of their ATL skill development, and be aware that the coordinator, librarian and teachers are available to offer further advice and guidance.
- Support the spirit of the academic integrity policy both in attitude and action when completing assignments.
- Understand that no assignment is excluded from the academic integrity.

### **Families**

We encourage families to teach and support the ethical values of honesty and integrity, and share ISE's enforcement of the academic integrity policy, especially with regard to work done outside of school. Help and encourage students with schoolwork, but never do it for them.

### **Dishonesty**

The International School of Estonia, as an institution of learning, holds as one of its highest ideals that of integrity in academic affairs. With this in mind, it is important to protect and maintain a high degree of academic integrity in our school. Upon each instance of a suspected breach of the school's standards of Academic Integrity, an investigation will be carried out following the procedures and actions for violation as set forth by ISE MYP and ISE DP Academic Integrity Policy available on school website (Academics section).

## **INFORMATION TECHNOLOGY (IT) RESPONSIBLE USE**

### **General Data Protection Regulation (GDPR)**

ISE is compliant with the General Data Protection Regulation (GDPR) focusing on giving all community members safe places and process for exchanging information. We are reviewing and updating our procedures and documentation carefully to meet the GDPR goals around privacy, control and transparency to ensure we comply fully with the GDPR. We respect the privacy rights of individuals and their data.

Our primary information systems and education platforms: ManageBac, Open Apply, Google Education Suite, SeeSaw are GDPR compliant.

### **IT Responsible Use Agreement (IT RUA)**

Mobile devices are present in the lives of our students. ISE has been a cutting-edge school for many years and recognized for its technology integration practices in the classroom. ISE is a technology integrated school in order to support inquiry, personalized learning. Teachers and students also have access to our Library and Computer Cafe iMacs for lessons, iPads are available for students. ISE also has a 3D printer which can be used for Design projects.

The school offers a wireless network supporting the full spectrum of devices currently available to the students and staff. ISE is a Google Apps for Education (GAFE) school and provides all students starting from PYP 3 to DP 2 with an ISE email account to use for educational purposes. We believe that building a positive school culture that supports the safe and responsible use of technology should include parent involvement. Therefore, we communicate with parents, suggest resources and strategies on how we can create a safe digital environment for our children.



### **Bring Your Own Device BYOD programme guidelines**

ISE implements a BYOD programme in the DP and MYP allowing all students to bring a suitable device to school to enrich their learning, enabling them to access online resources and blended learning environments in the classroom.

Students are expected to bring their own laptop, charger, case and other necessary peripherals to school on a daily basis. School will continue to provide students with an iPad, should they choose to rent one out. Reading and agreeing to the BYOD Responsible Use Agreement, as well as taking into consideration the minimum specifications/requirements is a prerequisite for the participation in the BYOD programme.

- Students are permitted to bring their own iPad to school for educational purposes and will be expected to follow the school's rules and guidelines in regards to bringing your own device to school.
- All students are permitted to carry personal mobile communication devices with them during the school day. They must be turned off or in silent mode at all times during class hours. These devices may not disrupt instructional times-Instructional time is defined as from the start to the end of the class period.

Middle and Upper School students need to read and agree to the **BYOD Responsible Use Agreement (RUA)** during their first week at the school before they can use their personal device(s) or school owned devices in school.

Lower School students have their own **IT Responsible Use Agreement (RUA) for Lower School** which will need to be read by the parent(s) with the child and explained to them.

### **SCHOOL CURRICULUM**

The curriculum framework of ISE follows the IB Primary Years (PYP), Middle Years (MYP) and Diploma (DP) programs. Details of these programs, at all levels, are available on school website [www.ise.edu.ee](http://www.ise.edu.ee) Academics section and on ManageBac.

### **Homework**

#### **PYP programme**

The philosophy of homework in ISE's Lower School is different from the traditional idea of homework. Educational research shows no benefit to time-wasting, rote, or repetitive tasks. The children are in school for an extended day and they are tired at the end of it. We want children to understand that they are always learners, both in school and after school. Instead of "homework," activities for children in the evening should be considered "continued learning."

Children will be encouraged to read, write, perform arithmetic, better understand the world around them in terms of civics, science, and the arts, and, of course, develop their people skills - their emotional intelligence. In the ISE's Lower School, children are asked to simply continue their learning at home and formal homework assignments will be rarely given.

### **MYP and DP programme**

In the Upper School, homework is a natural extension of classroom work providing opportunities for developing good study habits, individual differences and abilities, and encouraging self-initiative on the part of the students. Parents are asked to encourage and monitor homework assignments, but should not do assignments for their child. Staff will work together to avoid assigning excessive homework; however, occasional lengthy assignments are to be expected.

Larger graded formative and summative assignments and homework are announced in class and placed on ManageBac the same day they are assigned, at least two days before they are due. In addition, teachers also have their subject and class specific learning platforms (Google Classroom, Shared Docs etc.) and work agreements that are introduced, shared and usage expectations communicated to the students at the beginning of the school year. Students are encouraged to mark down homework assignments to their personal online or hardcopy diaries and journals to develop self management and organization skills, and become self-directed learners.

### **Field Trips**

ISE considers field trips as a vital part of the educational program. Day trips in and around Tallinn and overnight trips (for older students) to farther destinations may be planned during the year. For in-town trips, parents will be asked to sign a **general permission form** during the first week of school, allowing students to take walking or bus trips around town. For trips requiring greater distances or overnight lodging, parents will be informed in advance and asked to sign a permission form for each specific trip. Parents may be invited to chaperone. Costs for longer field trips may not be included in the general school fees. Students who choose not to participate in field trips may be asked not to come to school during the field trip time, and to complete make-up assignments.

Students are expected to adhere to all school rules while on a field trip. In the event of a violation of any rule, the student will be given a warning. In the event of a subsequent violation, the student will be sent back to school (with a chaperone). The cost of any transportation back to school will be the responsibility of the student (parents). Any fees paid for the original trip (e.g. admissions fees, bus/plane tickets) will be forfeited by the student.

ISE Staff conduct risk assessments for all trips and excursions.

## **FACILITIES AND SUPPLIES**

### **Classroom supplies**

General stationery items are supplied by the school. The school will provide all basic materials. Textbooks and iPads furnished by the school will be checked out to the students, and must be returned at the end of the year. Replacement costs for lost and/or damaged textbooks will be billed to the family.

### **Library Books and Materials**

ISE Library holds one of the biggest English language collections for young readers in Tallinn. Students at ISE have ~10,000 printed volumes on hand in addition to audio books, films and subscription databases.





Students are responsible for any books and materials checked out in their name, including replacing or paying for lost books. All library books and materials must be returned as a part of the year-end leaving process. A lost/damaged book has to be replaced with the same book, or the replacement cost paid in the sum of 25 EUR.

### Lost and Found

The Lost and Found is located near the school office. To help us return lost items to their rightful owner, please label all clothing and other items of value with the student's name.

### Visitors and friends

Students bringing visitors to school for a day should seek permission from the Principal Coordinator. For a visit longer than a day, fees will apply. This applies to students who once attended ISE as well.

### Parties

Birthday parties, holiday parties, etc. are an occasional part of classes, especially in the primary grades. Parents wishing to organize a classroom party need to check with the classroom teacher at least a week in advance. Teacher discretion will be exercised when planning and holding parties to take into consideration the feelings of students who may, for religious or personal/family reasons, not want to participate or who would feel left out. Distribution of gifts or invitations to individual students at school is generally prohibited, unless all students in a class are included on an equal basis.

### Communication

#### ManageBac

ISE communicates to parents primarily through an information portal called ManageBac. Examples include academic information e.g. attendance, the student assignments and assessment data including reports, as well as announcements, signature forms, information of other matters and school events. **Please note that these notifications will be marked with Managebac letterhead and logo but have school related information. Please take note and read these messages.**

Information from Managebac regarding school matters will be delivered to the email. Therefore, parents are requested to list their up-to-date email address with the office. **Our obligation is to not share your data with third parties without your permission.** Parents are asked to notify the school of any change in their email address. The school email list will be used only for ISE business and will not be distributed.

Training on the use of ManageBac happens during open houses and throughout the year as requested.

### Newsletters

The newsletter is one of the ways of communicating general school news at ISE. A weekly newsletter is emailed to parents each Friday. Newsletters can also be viewed on the website.

## Parent activities

### Open Houses

The annual open houses will be held during the first weeks of school. This is an opportunity to meet the staff, and to learn about the curriculum and courses as well as what will be taught during the year.

### Lower school assemblies

Assemblies are held for grades preschool-5, approximately once a month. These take place in the lower school assembly area and feature student performances, special events, etc.

### Upper school assemblies

Assemblies are held at MYP and DP levels (grades 6-12), approximately once a month and feature student performances, awards, special events, etc.

### Student-Parent-Teacher and Student-Led Conferences

These conferences are held in the fall and spring. Please check the school Newsletter and Managebac messages for dates. **Parents and students are required to attend together.** During conferences, students discuss their progress and accomplishments with their parents to enhance the learning experience. Parents are welcome to schedule a separate conference with teachers to discuss particular academic matters.

### Parent-Teacher Meetings

At any time in the year, parents who wish to review their child's progress are encouraged to contact staff at school to arrange for an appointment. The best time for an appointment is often after school, due to teacher obligations at other times.

### Annual General Meeting

Held in October/November, this is a meeting of all school parents to hear the annual report from the Board and the Director on the state of the school.

### Parent Teacher Association

The ISE PTA is the official organization representing the interests of ISE parents. All ISE parents and teachers are regular members of the PTA. Parent representatives are appointed for each grade level and meet regularly to address parent concerns and to organize activities designed to enhance the ISE community. One faculty representative also attends the PTA meetings. Parents are encouraged to participate and volunteer with the PTA. More information about the ISE PTA can be found on the school website [www.ise.edu.ee](http://www.ise.edu.ee)

## STUDENT RECORDS

### Portfolios, Progress Reports and Report Cards

The school year at ISE is divided into four terms, each lasting approximately nine weeks. Information about the student's progress will be sent home at the end of each term. The portfolio is a purposeful collection of a student's work that is designed to demonstrate learning and is shared during the conferences. Progress reports (in MYP and DP) are distributed after the first and third terms. Report cards are distributed after the second and fourth terms and are the

official grade record of the student's individual achievement. Progress Reports and Report Cards are sent home by email, unless a hard copy is requested in writing.

### **Student Files**

A student's file includes report cards and transcripts (both stored digitally). This file may include notes on academic, social, and behavioral matters (stored digitally as well as in hard copy in Student Support Coordinator's Office), and will accompany the student when he/she transfers to another school. Occasionally, some items will be confidential, but in most cases, parents have the right to access those records. In particular, parents and eligible students (those who have reached the age of 18) have the right to:

- inspect and review the student's education records
- challenge the content of the student's file to ensure that the records are accurate and are not misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

### **Student Withdrawal**

A student withdrawing from ISE must initiate a checkout procedure by notifying the Office Manager. Initial contact should include an email or a letter from the parent/guardian stating that the child is withdrawing from ISE, after which parents receive a withdrawal form from the school office. All books and iPads should be returned to the library and to teachers. All payments and fines should be paid to the business office. Please remember that a student enrolled for any portion of a term will be charged for the entire term. Transcripts and grades will not be released until these procedures have been completed. If a student withdraws from ISE before the end of a semester, only a "progress grade" (to date) can be given. Course credit will not be granted for the full semester.

### **Withdrawal from class**

Upper school students may withdraw from any course within two weeks of the start of a term without consequence, and the course will not appear on the student's transcript. Withdrawal after the two-week period will result in the course appearing on the student's transcript with a mark of "W."

Student records may not be released and students may not participate in final exams or graduation if any fees remain unpaid.

## **ILLNESS AND EMERGENCIES**

### **Illness**

A full-time school nurse is on staff at ISE. If a student feels ill or is injured, he/she will be sent to the nurse. The nurse will make a determination as to whether the student should remain at school. If a student needs to go home, the school will attempt to contact the parents to come and collect the student. MYP and DP students may not leave school unless the nurse, an advisory teacher or an administrator has spoken directly with at least one parent. If the parents cannot be contacted the student will remain at school under the supervision of the nurse.



In the event of an emergency requiring transportation to a hospital, the parents (or emergency contact) will be notified immediately. Until the parents can be contacted, the school will act *in loco parentis*.

It is expected that students who are in school will participate in all activities, including PE and outdoor recess, unless a signed note from a parent or physician specifies differently. Therefore, students who are ill should not be sent to school if they cannot fully participate in the learning process. Students who are contagious or vomiting are to remain at home.

Parents are required to notify the school for any contagious conditions such as scarlet fever, chicken pox, head lice, conjunctivitis, measles, etc.

### **Medications**

The school nurse will supervise the use of any medications by students during school hours. Medication is defined as any substance that is taken for the treatment of an illness, discomfort, or injury. This includes cough drops and aspirin/paracetamol as well as stronger substances.

The following guidelines must be observed concerning the use of medications at school:

- the medication must be delivered directly to the school nurse
- a note, signed by the parent, must accompany this medication. The note must specify:
- the name of the student to take the medication
- the name of the medication taken
- the reason for taking the medication
- the frequency and amounts with which the medication must be taken
- the specific time period during which the medication must be taken

### **Immunization**

Students are expected to have followed a routine and customary schedule of immunizations throughout their early childhood and later years. It is the parents' responsibility to ensure that their child's immunization records are up-to-date.

## **PLACEMENT, PROMOTION/RETENTION, GRADUATION**

### **Student placement**

In general, the year level placement of students is based on age. The student's age on or before the first day of school of the given school year determines the placement grade. However, because of the wide variations in development, home country curriculum, etc., some latitude will be used in making final placement decisions. In such cases, the Admissions Team will consult with parents and relevant teachers to determine placement, and the student's early performance at ISE will be considered. Final placement decisions will be the responsibility of the Director.

### **Promotion/Retention**

Parents will be kept informed of their child's progress throughout the school year. As early as possible, the teacher or Principal-Coordinator will give the parents an early indication of



significant problems or possible course failure. In general, the school does not prefer retention unless by parental request as most studies indicate that it does not benefit the long-term success of a student. Students in the Upper School will be encouraged to make up missing credits during the school year and summer, if needed.

### ISE Diploma/IB Diploma

Students may pursue 2 options in DP 1 and DP 2.

- 1) ISE Diploma Only. A fully accredited high school completion diploma certified by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC).
- 2) ISE Diploma with registration for the full IB Diploma. Students can successfully complete the ISE Diploma simultaneously while preparing for the internal and external requirements of the IB Diploma.

The curriculum for IB Diploma Programme and ISE Diploma students are the same; however, the assessment requirements and expectations for ISE Diploma students are modified and not sent for external examination unless the student has registered for the course with the IB.

### Graduation

#### ISE Diploma

ISE is fully accredited by CIS and NEASC and grants high school completion diplomas to students who have completed the ISE graduation requirements. Students must earn a grade of 3 or better in any class to receive credit. Students who fail courses may be required to take an online course to make up credit for graduation.

22 credits, in the following subjects are required to graduate:

- Language and Literature (English) 4 credits
- Mathematics 3 credits
- Individuals and Societies (History) 3 credits
- Sciences 3 credits
- Foreign Languages/additional language 2 credits
- Physical Health Education 1 credit
- Art/Music/Design/IB core requirements\*/Electives\*\* 6 credits

\*IB core requirements: DP TOK, CAS and MYP Service and Action (SA)/Personal Project can be put towards credits.

\*\*Electives: courses transferred from previous school(s), independent certified study, additional certified courses can be put towards credits.

For any student who has an individual learning plan (ILP) or about whom concerns have been voiced by either teachers or parents, adjustments to the requirements for ISE Diploma can be made. This decision shall be made in consultation with parents, students, Student Support

Services Coordinator, and the Principal Coordinator. At times we will utilize a certified online course provider which we feel are appropriately challenging for that particular student in order for him/her to satisfy the graduation requirements in any given subject area. We also reserve the right to waive specific requirements such as the foreign language/additional language requirement, especially in the case of students who already work in two or more languages.

### **Diploma Programme (DP 1 and DP 2) Promotion**

For an IB DP student to be promoted from DP 1 to DP 2, he or she must have achieved the following at the end of the academic year:

- 24 points or above in the six subjects chosen, including no less than a 3 in each subject
- A 'pass' in TOK
- Submission of an Extended Essay of a quality acceptable to the supervisor and Coordinator
- Submission of CAS journal of a quality acceptable to the CAS and DP Coordinator

When a student reaches a 95% excused or unexcused attendance rate, the parent(s) or guardian(s) of the student will be contacted by the Principal notifying them of the student's absences and reminding them of the policy herein. Please refer to the attendance policy for specific details. The final decision is at the discretion of the Administrative team.

### **Middle Years Programme MYP 5, Promotion to Diploma Programme DP 1**

- A minimum grade of 3 in all MYP subjects and in the Personal Project.
- Submission of SA (service and action) journal, holding a quality acceptable to the SA and MYP Principal/Coordinator.

If the student does not meet the above requirements, he or she will be placed on academic probation for the first quarter of DP 1 (grade 11). Attendance will be considered when making the decision regarding academic probation. Please refer to the attendance policy for specific details. The final decision of the promotion is at the discretion of the Senior Leadership Team.

### **Primary Years Programme PYP 5 Promotion to Middle Years Programme MYP 1**

- Students must participate in the PYP Exhibition
- Special needs students are promoted at the discretion of the Senior Leadership Team.
- The final decision is at the discretion of the Senior Leadership Team.

## **STUDENT SUPPORT SERVICES**

ISE has onsite and remote access to a wide range of support specialist for children. Our programme aims:

- To provide parents clear expectations about what ISE can and cannot do to support students with learning difficulties.
- To ensure teaching practices and learning opportunities provide students with diverse needs access to the curriculum content to the extent possible.
- To provide students with opportunities to progress throughout the school programme and report that progress to relevant stakeholders.
- To build awareness and foster respect throughout the school and surrounding community of the prevalence of learning diversities and special needs no matter what their origin.

- To create an atmosphere of trust and open, respectful communication when discussing individuals with learning diversities; including those with social, emotional, physical and other challenges.

### **Student Support Team**

The role of the Student Support Team is to determine whether or not children with a range of learning difficulties will benefit from the ISE educational program and whether a child should be referred for educational or other formalized testing. ISE does not have the ability to offer formalized educational testing for special needs students. Students are referred to local Educational or Psychological Agencies and tested by a Certified Educational Diagnostician.

The Student Support Team consists of the Student Support Coordinator, the ELL Teaching Specialist, the School Psychologist, the Dean of Students, the classroom teacher, the Principal Coordinator and the Director. The Committee makes recommendations for differentiated strategies or accommodations to support the children with learning difficulties and special needs in our care. The Committee may determine that a child with mild special needs can manage the academic program with the support of a classroom assistant or “shadow”. In such circumstances, parents are required to subsidize all of the cost of the personnel serving as a child’s assistant.

### **Onsite Services**

#### **ELL (English Language Learners)**

ELLs stands for English Language Learners - students whose first language is not English and who are in the process of learning English. The English Language Learners (ELL) program is a critical component of the instructional process at the International School of Estonia. The program exists to ensure that students at ISE accomplish two important goals:

- Master the English language, developing listening, speaking, reading and writing skills;
- Master grade-level academic content, developing academic knowledge in all classes as appropriate.

ELL students receive support in an intensive English class by an ELL teacher, instead of language acquisition course. In addition ELL needs, entry and exit from the programme, are determined by using the WIDA Model summative assessment. Incoming students who have some knowledge of English are assessed to determine their level using the WIDA Model screener (Measure of Developing English Language).

ISE recognizes that **developing academic language proficiency can take up to 3-5 years**, the level of English language competence required to have adequate access in the mainstream curriculum.

#### **Intensive English Support programme MYP 3-5**

In order to be successful learners in the rigorous IB programmes, students must be proficient users of English. It is the school's experience that students with low levels of English who enter the Middle Years Programme, despite school provided ELL, struggle to perform successfully when entering the

Diploma Programme. It is for this reason that the school has developed an Intensive English Support Programme for students entering the MYP years 3-5.

For new students admitted, a WIDA English proficiency test will be given to those learners who are speakers of English as a second or subsequent language. If the student, in the opinion of the school is not able to learn effectively in English to a level that would allow them to be successful, he/she will enter into an Intensive English Support programme. (This level is defined as WIDA proficiency Level 3 Developing of lower). An English Support learning plan will be developed for each student. Further information about the programme is available from the Student Support Coordinator and ELL teacher.

### **Counselling**

The Student Support Coordinator works with individual students who may be experiencing emotional difficulties either through self-referral or teacher/parent referral. For younger students the focus is on enabling positive attitudes towards themselves and their peers. For older students the focus is on enabling self-advocacy and respect for themselves and others and helping students to deal with emotional and behavioural issues through making positive decisions.

### **Psychological services**

The School Psychologist (SP) will support the development of children in partnership with parents and educational staff, involving, when appropriate, other specialists. The SP evaluates the child's psychological development and coping mechanisms (psychological processes, personality traits, emotional state, mental health problems, and communication). The SP designs, manages and carries out interventions that meet the needs of the child and shares the results of the evaluations with parents and educational staff. If necessary, this may involve other professionals. The SP advises parents on matters concerning child development, and assists in finding new ways of raising and solving problems in support of the child's personal development and coping with their daily lives. The ISE school psychologist's work is guided by the child's well-being and best interests, applicable by the laws of the Republic of Estonia and other legislation, the Code of Ethics and job description by the Estonian School Psychologists Association.

Families and teachers may ask the Student Support Coordinator to forward a referral to the psychologist if they feel more extensive input is necessary.

### **Expectations of Stakeholders**

The International School of Estonia regards open communication with parents is essential to successful integration and support of students with learning difficulties and special needs in the mainstream classroom. When considering whether or not ISE is the optimal learning environment for a student with learning exceptionalities, we request the following:

1. An evaluation of the student by a psychologist, neurologist, or other related specialist valid within two years.
2. Frequent and open communication with the parent(s).
3. Ongoing communication from specialist (if any) working with the student outside of school.
4. Parental support for educational testing, consultations or other services thought by the school or outside specialist to benefit the student's opportunity for success.



5. An understanding that in the event the child's needs cannot be met by differentiated instruction and other interventions provided by mainstream classroom teacher, it may be necessary to seek placement in another school.
6. An understanding that students with special needs require long-term commitment on the part of parents and school and that regular informal evaluation by the Student Support Team is necessary to ensure appropriate progress in meeting the educational objectives has been achieved.
7. Any formal evaluation, therapy, or tutoring recommended by the school and conducted by outside specialists must be financed by the parents.

ISE staff are held to a high standard of confidentiality.

## ISE 2020/21 Calendar



### ISE School Year Calendar 2020-2021

August							September							October						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				
November							December							January						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				
February							March							April						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
							29	30	31					26	27	28	29	30		
May							June							Legend						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su		First/Last day of school (1/2 day)					
					1	2		1	2	3	4	5	6		End of a quarter					
3	4	5	6	7	8	9	7	8	9	10	11	12	13		New staff report to school					
10	11	12	13	14	15	16	14	15	16	17	18	19	20		Staff workdays (Teachers only)					
17	18	19	20	21	22	23	21	22	23	24	25	26	27		School Holidays					
24	25	26	27	28	29	30	28	29	30						National Holidays (No school)					
31																				

16 Oct - End 1st quarter. 22nd Jan-End 2nd quarter. 1st April -End 3rd quarter. 18 June-End 4th quarter

