



ISN NICE
INTERNATIONAL SCHOOL

Shaping the world

**INTERNATIONAL
SCHOOL OF NICE**

**Secondary School
HANDBOOK**
for students and parents

Both French and English versions of this document are available on the school website

Updated June 2022

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This document is published in French and English.
In the event of discordance between the two versions, it is the French language which will prevail, the English translation being on a purely informative basis.

INTRODUCTION

The International School of Nice (ISN) is a private, co-educational day school for children from Nursery through to Grade 12 operated by the French Riviera Chamber of Commerce. The School provides an international education in English to students from many different nations.

The School consists of three units: the Primary, Middle and High Schools. Each unit has its own programme; however, the overall objectives and expectations of the School are common to all.

The purpose of this handbook is to give students and parents a general introduction to ISN and to provide information concerning matters both administrative and academic, as well as ISN's rules.

VISION - MISSION – PHILOSOPHY

VISION

ISN's vision is to prepare today's learners to confidently embrace challenges as adaptable, empathetic global citizens who will be active contributors for a more sustainable world.

MISSION

INSPIRE our diverse community of learners to take a proactive role as responsible global citizens

SUPPORT students to achieve their individual potential and become well-rounded life-long learners

NOURISH the minds and spirit of our community in a safe, respectful and caring environment

PHILOSOPHY

ISN places the student at the centre of the learning process.

ISN utilizes a range and balance of teaching styles to allow each student to fully develop as a whole person.

ISN nourishes a family atmosphere and community spirit in our learning environment.

ISN implements non-discriminatory practice and inclusive education.

ISN involves all constituencies – students, teachers, parents, and administration in achieving the success of our goals.

ISN inspires and empowers our students to make a positive difference to their world.

ISN actively inspires students to have empathy and compassion with people everywhere.

ISN nourishes an appreciation of the life and culture of the host country and the international community as a whole.

ISN students as IB World School students embrace the IBO Mission Statement, and uphold its aims as defined in the Learner Profile

IB LEARNER PROFILE

ISN ensures that our young people develop as:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research, and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge, and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. (Source : International Baccalaureate Organization 2006, IB Learner Profile booklet).

Definition of Learning

High quality learning is a transformative experience in which learners engage actively with challenging concepts and experiences to construct knowledge, understanding and skills, as well as dispositions that enable them to reach their individual potential.

We know that high quality learning happens when:

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| learners actively engage with challenging experiences and take responsibility for their learning |
| learners are inspired and supported |
| learners feel happy |
| educators lead learners to self-empowerment and to reach their potential by responding to their individual learning styles and providing them with constructive feedback |
| a safe, respectful, caring learning environment nourishes a growth mindset |
| the learning environment broadens the mind through diversity and international mindedness/global citizenship |
| the community becomes lifelong learners and shares the responsibility to promote values such as respect, acceptance, social responsibility and commitment |

Definition of Global Competence

“Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected.”

-Ban Ki-moon, UN Secretary-General

Global competence is an ongoing process to critically understand the connections between environmental, economic and social forces, to understand and appreciate the perspectives and worldviews of others, to engage in respectful, open interactions with people from different cultures in recognition of our shared humanity and guardianship of the planet, to carefully evaluate causes and possible solutions to local and global issues and to act ethically for collective well-being, peace and sustainable development.

ISN demonstrates its commitment to inspiring, supporting and nourishing global competence through:

- Assessing for global competence within the curriculum
- Aligning our curriculum with a range of projects and extra-curricular activities
- Initiatives associated with the UN’s Sustainable Development Goals
- Culturally relevant pedagogy
- Digital citizenship
- Linguistic identity and the promotion of learning additional languages
- Focusing on collective well-being as a moral imperative

SCHOOL-WIDE GENERAL AND ADMINISTRATIVE INFORMATION

ABSENCES – ATTENDANCE

Regular, consistent attendance is a condition to fulfil graduation and promotion requirements. Regular attendance helps in the achievement of academic success and must take priority over all other activities. Attendance of students in school is rigorously monitored by teachers of each class who record the names of absent students in the school management system. Students are expected to attend every scheduled class every day.

ISN will honour absences for illness, and family bereavement. Each absence must be notified by a written note from the parents. We particularly insist that the holiday periods not be extended. Students who miss school due to extended holidays will have that absence counted as unauthorized. Any work or tests missed will receive a zero. Parents are also requested to schedule medical, dental, and other appointments after regular school hours. There is no replacement for the learning experience of the classroom itself; work cannot simply be “made up” when absences occur.

A student arriving late, after 8:35, must sign the register at the front desk. Parents will be automatically contacted in case of late arrival or absence.

A student who misses 10% or more of a school trimester may not receive academic credit for that trimester. Repeated unjustified absences may, after due warning, lead to the suspension or eventual expulsion of the student in question.

If a student is absent from School, these procedures should be followed:

- On the day of an absence, parents **must** notify the school by 8:15 am, via **the school online platform**.
- Anticipated absences must be approved by the Section Heads to be considered Excused Absence.
- Absences other than illness and/or family bereavement will be notified “unauthorised absence” unless specific circumstances

Parents will be contacted immediately if a student is absent with no notification from parents.

Students driving to school must arrive on time for their Homeroom at 8:30am. Parents must authorise in writing by 12:00 noon to the Section Heads when their child(ren) is leaving school with another mode of transportation than the original agreement (mainly for a different school bus, a friend’s/parents’ car, an Uber, a taxi, etc.)

It is the student’s responsibility to obtain the work which has been missed during an absence and to make up that work within the teacher’s designated time frame.

Early dismissal

If a student must leave school early on a given day, the following procedures apply:

1. The parent must post a note on the school platform before 12:00 noon, requesting early dismissal. The school reserves the right to judge whether such a request is acceptable.
2. No student is allowed to leave the school without parental authorisation in High School and parental accompaniment in Middle School.

3. Parents or guardians must sign out the student before leaving the school.

BUSES

ISN proposes a daily bus service, and full information regarding the bus routes and fee schedules are available at the school office or on the school's website: www.isn-nice.com/bus-service The buses follow the major routes with designated bus stops. Door-to-door service cannot be arranged. Bus regulations have been established for the safety, security, and comfort of those using the bus service. Any student who fails to abide by these rules will be suspended from using the bus service. (In these cases, no refunds of bus fees will be made).

For students remaining after school to participate in extra-curricular activities, there are special late buses which service most destinations on Mondays and Thursdays p.m. after extracurricular activities. Details of times and drop-off points will be issued early in the school year.

ISN rules and regulations regarding the use of the school bus are:

1. Students must be at the arranged pick-up point at the appointed time (bus drivers have been instructed not to wait);
2. Students must be seated, with their seatbelts fastened, whenever the bus is in motion and must not speak to the driver without absolute need;
3. Eating, drinking or smoking is not permitted;
4. Students must not shout or make excessive noise;
5. Students are expected to keep the buses neat and garbage-free;
6. If an arranged bus stop requires a Lower School student to cross a street, a parent or designated care-taker must be present; and
7. A student taking the bus to/from school must not get off the bus prior to arrival at School in the morning or arrival at his/her bus stop in the afternoon. A student may change his/her bus route only if the parents have informed the school office.

Parents are legally responsible for collecting their child from the bus each afternoon. If parents are unable to be there, they must call at the reception or email the Section Heads **before 12:00 noon**. The bus companies are instructed to keep children under 12 on the bus or take them to the nearest police station if the parents are not awaiting the child. No student will be allowed to use the bus without a bus card or a bus ticket (available from the Entrance Office until 2pm.)

Students are expected to respect the school rules during the bus travel to and from school. Any disruptive and/or disrespectful behavior will lead to a sanction. Repeated offenses may lead to exclusion from the bus, partially or totally.

ANY DAMAGE TO BUS PROPERTY WILL BE PAID FOR BY THE PARENT OF THE STUDENT RESPONSIBLE.

FOR INFORMATION :

The regular school day begins at 8:30 a.m. and ends at 4:00 p.m. (ends at 3:50 for Primary School). Buses leave at 16:10 for all.

ISN is open from 8:20 am to 5:00 pm (5:30 pm in the case of after-school activities on Mondays and Thursdays).

CHANGE OF ADDRESS AND/OR TELEPHONE

If changing an address or phone number, the school office should be notified in writing immediately.

COMMUNICATIONS

Regular communication between the school and the home occurs in a variety of ways:

1. Online – the School communicates with students and parents regularly via emails, the school’s platform and the school website. All students are required to log into ManageBac on a daily basis during term time. In addition, the school maintains a page on Facebook where students and parents can see photos of recent school events and activities.
2. In the early autumn, an “Open House” is held in the evening to introduce parents to the Faculty and the curricula.
3. Two days are scheduled during the academic year for “Parent-Teacher Conferences”. At these times, parents may meet with individual teachers to discuss their children’s progress. Other conferences may be scheduled throughout the year, as necessary.
4. Detailed written reports are sent home in January, in April and at the end of June and warning letters are sent home prior to the end of each trimester for those students who are having difficulties.
5. A newsletter, published by the Director, is sent via email at regular intervals. It contains information about the School’s achievements, activities, and upcoming events.
6. Regular ‘Round Table’ discussions allow direct communication between the Director of the school and parents. These discussions address issues that arise during the year and enable the continuing improvement of the School as a reflection of parents’ concerns.
7. Parents are encouraged to communicate with the ISN faculty if they have any concern about their child(ren). A simple email to the teachers will help you set up an appointment.
8. Parents who have met with a teacher but are still dissatisfied should then meet with the Head of Section, and, if the problems still cannot be solved, with the Director.

DIGITAL CITIZENSHIP POLICY AND COMPUTER ROOM

Digital Citizenship Policy

At ISN digital citizenship is defined through the various IB learner profile attributes.

Reflective

- Check reliability of sources
- Debug
- Pinpoint one’s weaknesses in digital skills to support one’s own development / progression
- Perform a S.W.O.T (Strengths, Weaknesses, Opportunities, Threats) analysis
- Show awareness of how our data is transmitted and stored
- Filter information from internet sources
- Self evaluate / assess / question one’s understanding in order to move forward
- Be thoughtful about the digital profile one creates for oneself

Principled

- Acknowledge the Intellectual Property (IP) of information in the digital world
- Act responsible and honest with the information one puts online
- Take accountability of our actions and their consequences
- Understand and respect laws and regulations of all digital platforms

Balanced

- Understand the importance of disconnecting from the digital world
- Recognise your personal signs and signals for disconnecting
- Know the importance of real interactions and distinguish them from digital ones
- Show of the power of physical activity, for our health and well-being
- Understand the strengths and limitations of physical and digital interactions

Risk-taker

- Be prepared to adapt in our changing digital world
- Work independently to explore new ideas and strategies
- Work collaboratively to explore new ideas and strategies
- Demonstrate resourcefulness and resilience when problem solving and facing digital challenges

Knowledgeable

- Be aware that one's online experiences are often tailor-made and, therefore, biased
- Be aware of the existence of one's Digital Footprint
- Be aware of the dangers of digital platforms (scams, viruses, phishing, etc...) and exercise good practices and strategies to avoid them
- Understand how to write programs and understand their local and global significance
- Understand how computers and networks (LAN / WAN) function
- Have proficiency in I.T. skills (Word, Excel, File management)
- Develop an understanding of the hardware and software issues one may encounter when using digital devices

Inquirer

- Regularly seek opportunities to further develop our digital literacy skills
- Be curious about our online experiences in order to deepen one's understanding
- Question in a critical and relevant manner
- Work independently and collaboratively to develop digital skills

Communication

- Listen carefully to the message behind digital communications
- Collaborate effectively when working online
- Understand the multi-cultural aspect of communication
- Express ourselves through different digital mediums in a confident and creative way
- Be aware of the impact of our online interactions

Caring

- Play an active role in noticing, stopping and preventing Cyber Bullying
- Develop the knowledge of people in our local and global community by sharing our digital expertise
- Respect others' beliefs and opinions when communicating online
- Ensure that our use of digital tools is done in a sustainable manner

Thinker

- Adopt a creative and ethical mindset when addressing digital problems
- Critically (unbiased without preconceptions) analyse information
- Find digital, sustainable solutions to complex problems

Open-minded

- Understand that people's digital skills and opportunities may differ
- Understand that there are frequently several solutions to a given problem
- Share our knowledge with people in our community and accept and learn from others' ideas and expertise

- Seek and evaluate a range of points of view critically and reflectively

Computer Room

Students are responsible for appropriate behaviour on the school's computer network just as they are in a classroom, in the lunchroom, or on a school playground.

Students must refer to our Digital Citizenship definition.

The following guidelines must be adhered to in order to maintain your computer privileges ISN.

1. Use the ISN computer network for education purposes, e.g., typing up class assignments, research, etc.
2. Always log onto the network with your User Name and Password before using any of the computers.
3. Do not use a computer to harm other people or their work.
4. Do not bring food or beverages into the computer room.
5. Do not bring book bags/backpacks into the computer room (there simply isn't enough room).
6. Do not damage the computer or the network in any way.
7. Do not interfere with the operation of the network by trying to install illegal software, shareware, or freeware.
8. Do not violate copyright laws.
9. Do not view, send, or display offensive messages or pictures.
10. Do not share your password with another person.
11. Do not trespass in other people's folders, work, or files.
12. Do notify an adult immediately, if by accident, you encounter materials which violate the guidelines of appropriate use.
13. **BE PREPARED to be held accountable for your actions and for the loss of privileges if the Rules of Appropriate Use are violated.**

DRESS CODE FOR GRADES 11 AND 12 STUDENTS

The personal appearance of ISN students should reflect a respect for their school and the multi-cultural community. Dress should be correct. Hats may not be worn indoors, but may be worn outdoors at lunch and break time, or for P.E. classes. Parents are encouraged to label their children's clothing (especially gym clothes and outerwear). Any dress, T shirt, or type of clothing which is obscene, libellous, slanderous, or advertising drugs, alcohol, or uncivil behaviour is prohibited.

FOR ALL THE OTHER GRADES (NURSERY TO 10), STUDENTS WILL WEAR A UNIFORM.

Students are required to wear the ISN sports kit for sport both inside and outside of the school during PE lessons and for away matches / sporting events.

Students not appropriately dressed will be required to change into appropriate clothing.

EMERGENCY CLOSURE

Should it be necessary to close the school at short notice (due to severe weather, transport strikes, sanitary emergencies...) a message will sent to all parents via emails and Managebac. It will be left on the school answering machine and broadcast on Radio Riviera (106.5 FM).

If an early closure of the school is required, parents will be contacted directly by telephone.

FIELD TRIPS

The school arranges a variety of academic and/or extra-curricular field trips throughout the school year as an integral part of the programme. Some costs might be incurred. Any such outing undertaken is under the responsibility of the organising adult, and for these activities, parents of participating students must have the insurance *responsabilité civile*. Health insurance is included in trip fees. However, neither loss of property nor cancellation by a student is included. The deposit is non-refundable and we encourage you to take out cancellation Insurance to avoid financial loss in the case of student cancellation. ISN's rules remain applicable during all field trips. Any participation in field trips is conditional to the student's respectful behaviour prior to and during the trip. The code of conduct/handbook is signed by students and parents upon admission to ISN and is applicable at all times a student is involved in any school related activity.

FIRE DRILLS AND LOCKDOWNS

The school is equipped with an alarm system and regular fire drills and emergency evacuations are scheduled several times each year. Instructions are posted in each classroom and all students are regularly made aware of emergency procedures. Students must respect the security advice given by the teachers or posted on the walls.

At least two lockdown exercises are planned during the school year to train students and teachers and make them aware of the procedures.

It is strictly forbidden to play with fire/security equipment or to tamper with the alarm system. For obvious security reasons, any deterioration of fire equipment or of the alarm must be notified to the Director. The school is inspected regularly by the French authorities to verify that national fire safety standards are met, and to internal audits led by the school's security coordinators.

HEAD STUDENTS AND STUDENT REPS

The Primary and Middle School students each elect a Student Council which acts as a liaison between the students and other members of the school community: teachers, administration, and the Parent-Teacher Association.

In High School, 4 Head students are elected in Grade 11, and they work in liaison with Students Reps elected in each High School grade. The Head students meet with the Director on a weekly basis and promote activities and events for each section of the school.

HOURS AND SUPERVISION

The regular school day begins at 8:30 a.m. and ends at 4:00 p.m. (ends at 3:50 for Primary School). Buses leave at 16:10 for all.

ISN is open from 8:20 am to 5:00 pm (5:30 pm in the case of after-school activities on Mondays and Thursdays).

Parents must ensure that their child(ren) arrive on time to class. Habitual tardiness is not tolerated. Lateness is disruptive and may lead to disciplinary action. If a student is detained by a teacher and arrives late for another class, the student must obtain a note of explanation from the detaining teacher.

It is also requested that parents do not enter the school without particular reason (appointment with the Director, a member of Administration or Faculty, PTA meeting...)

The students of Primary School are dropped off by their parents or guardian to the Primary School Principal (or Primary School teacher) on duty. They are picked up in the same way at the end of each day.

ID CARDS

Students who require an ISN ID card should make their request at the school office. Students ID cards can be used to state the student's age and status for reductions in specific areas such as movie theatres, sport clubs, entry to museums...

INSURANCE

Currently, all students in the school are insured for "multirisques scolaires" (included in Tuition Fees). This insurance :

- includes civil responsibility and medical coverage in France
- excludes loss or theft of personal belongings
- excludes medical assistance, repatriation for school trips abroad, as well as cancellation and loss of baggage

Parents are advised, however, to take out insurance for all risks, damages and loss excluded above. Students who are 18 or over, who do not live with their parents, must be able to show that they have all necessary coverage, copies of which must be on file in the school office.

LIBRARY

The ISN has two libraries, a Middle / High School and a Primary School Library, with more than 6,000 books and other media available for loan to students. Restitution must be made for damaged or lost materials at the replacement cost. Students must respect the Library and remain calm and silent.

LOCKERS

Grade 6 students are allocated a locker. Gr 7 through 12 students are responsible for their bags and belongings. Shelves are provided to put their belongings during school hours. Students are expected to keep lockers and shelves neat and hygienic.

LUNCH

Students may bring their lunches from home to eat under supervision in the cafeteria (where microwave ovens are available for heating food).

Please note that it is strictly forbidden to order food and have it delivered at the school.

Alternatively, students may participate in the school food service provided by the school. Documentation and contracts for this are provided with the school starter pack. Menus are published each month on the school website. Lower School students have half an hour for eating lunch followed by half an hour of recreation.

PARENT TEACHER ASSOCIATION

All parents are automatically members of the ISN Parent-Teacher Association. Its Executive Committee, elected each Spring, guides the activities of the association. These may include a Halloween Party, International Food Fair or a Winter/Spring Fête. Meetings of the Parent-Teacher Association are organised regularly. Please check the PTA calendar on the school's website. An annual subscription fee is payable to the PTA at the beginning of each academic year.

PERSONAL PROPERTY

Students may not bring skateboards or roller-blades to school. It is also strictly forbidden to bring to school or on school buses any objects which are dangerous such as, but not limited to, knives or guns (including paintball and other "toy" guns). Similarly, the wearing or bringing of personal articles of value is highly discouraged. ISN cannot be responsible for lost student property. Students must leave all valuables (including watches and jewellery) with the PE teacher during PE lessons. They will be put into a locked container for the duration of the lesson.

PICTURES – SCHOOL PHOTOGRAPHS

Throughout the school year, students are often photographed and videoed as they participate in school activities, and these photos/videos may be used in brochures, documents and newsletters, as well as in the school's communication via, for example, the ISN website (www.isn-nice.com) and Facebook page. If you do not wish that photographs/videos of your child appear in these media, **please confirm this in writing** to the Communication Manager so that we may respect your wishes.

SCHOOL BOARD

The School Board is composed of five members : The President of Globeducate France, the Globeducate CEO, the Director of ISN, and two members of the CCI : the vice president and the Director of the DFPA–Direction de la Formation Professionnelle et de l'Apprentissage.

The terms of reference of the School Board are:

- Nomination of the ISN Director proposed by Globeducate
- Definition of the main pedagogical and strategic orientations of ISN
- Consultation on the annual budget estimates (operations and investments) and on the annual accounts
- Consultation on the major investment programmes
- Consultation on the projects of agreements with third parties (public or private)
- Modification of the pedagogical programmes when this may have an impact on the school's strategy.

The members of the School Board commit themselves to respect the standards of governance as stipulated by CIS – Council of International Schools.

The parties commit themselves to respect the confidentiality of any points discussed when requested by one of the parties.

STUDENT HEALTH, ILLNESS, MEDICATION

Should a student become ill at School, every effort will be made to contact the parents or guardians. Upon admission to ISN, all parents are requested to complete an emergency contact form which enables us to contact a third party or a doctor if necessary. Parents must also inform the school of any allergy or medical issues the school should be aware of.

Every student admitted to the sick room must sign the register with name, reason and time in and out.

The School cannot administer or provide medication for students, including aspirin and similar medication.

Parents must inform the school of any medical/allergies/impediment for their child(ren) every year to Homeroom teachers.

Each student is required to pass a medical examination at least once a year and to provide a medical certificate which will be classified in the file of the pupil, specifying any inaptitude that may influence the participation in sports activities.

All students must be up to date with all required vaccinations and have the necessary vaccination certificates with the dates of validation and revaccination.

Parents must not send their sick children to school. They are required to notify the administration immediately of any contagious disease carried by a child, whose return to School will be dependent on the presentation of a medical certificate of non-contagion.

In case of emergency, parents understand that the school is authorized to have their children transported to the nearest hospital offering the appropriate care.

Any failure to abide by these rules renders the student and the family responsible by law.

STUDENTS PLACEMENT IN CLASS

When preparing class placements for students, the section principals meet with the faculty and consider carefully the blend of students within a group and the balance of the classes academically, linguistically, socially, culturally, and by gender. This is a highly complex process with a multitude of interacting factors, and the final decision regarding placements rests in the professional judgment of the section principal and her/his team of faculty. This process aligns with the IB Learner profile which encourages open-mindedness and inter-cultural interaction.

STUDENT PUBLICATIONS (INCLUDING ELECTRONIC PUBLICATIONS)

Student-produced publications may be distributed in the School. However, the writers of the material assume a personal responsibility for the contents, from both a penal and civil point of view. Parents are informed that, in the case of minors, such responsibility is transferred to them.

The content of student publications must not undermine public behaviour, the rights of others, or respect for people's private lives. It must not be injurious or defamatory. The writers of the material are forbidden from making denunciations or lying. This includes any material published on the Internet. Students publication must be verified by a mentor/teacher.

STUDENT MEETINGS

The right for students to hold meetings is entirely for the purpose of facilitating the giving of information. Such meetings must take place outside of class time. Before any such meeting, the student responsible must place a request to hold the meeting with the Director or the respective Principals, giving the date, time of meeting and the agenda. The meeting may only take place with the Director's or Principal's permission, and only in the room so designated.

No tracts may be distributed in the school nor may any political meetings be held.

STUDENTS WHO ARE 18 YEARS OF AGE AND OVER

Students who are 18 years of age and over remain subject to the internal rules in all matters. The administration reserves the right to seek justification from such students for their actions. Their families will be informed of their behaviour, their commitment to work, and the quality of their work.

TELEPHONES AND PORTABLE ELECTRONIC ENTERTAINMENT DEVICES

At ISN we believe that students should be focused on their academic activities and participating in school life actively throughout the day. Mobile phones and other personal entertainment devices can be a distraction and disrupt classes and assemblies. **Hence, they are not allowed to be used on the school premises, and they must be switched off during the school day.** For specific purposes a teacher may authorise the use of mobile phones during class time.

In case of emergency, students are asked to go to the office if they need to reach their parents.

Please note that connected/wearable devices such as Smart Watches (iWatch, Samsung Gear S, ...) or any similar device capable of browsing internet, receiving text messages, emails, is strictly forbidden on the school premises.

ISN applies the exam board rules (IGCSE Cambridge and Edexcel and IBDP) during tests, exams and other in-class tasks for phones and all electronic devices.

In Middle school, students are asked to not use their electronic device such as Ipads or laptops during breaks.

TEXTBOOKS AND SUPPLIES

Basic supplies such as paper, notebooks, writing implements, etc. should be brought to school every day from the very first day of classes. If specific materials are required by a teacher, that teacher will communicate directly with the student and parents.

All necessary textbooks and/or workbooks are issued at the beginning of the school year. Students who lose or damage a text will be required to pay for its replacement.

TUITION AND FEES

Parents agree to the rules and conditions by signing the contract on registering and re-enrolling at ISN.

All conditions concerning payment, refunds, entry or withdrawal during the year, and additional fees are viewed and discussed with the Director and the Finance Manager.

GENERAL AND DISCIPLINARY RULES

SAFEGUARDING AND WELL-BEING

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and social development. The International School of Nice endorses the *UN Convention on the Rights of the Child*, of which our host country, France, is a signatory.

ISN has developed several policies to support safeguarding and well-being. These can be found at the end of the Handbook in the annexe section

COUNSELLOR

A very experienced and qualified in-house fulltime mental health Counsellor supports individual students and families. The counsellor will also run workshops on topics such as Anxiety, behaviour management, eating disorder and individual students struggling with self-esteem issues. For privacy purposes, the Counsellor has a dedicated space to receive students.

PASTORAL CARE

Wellbeing is a crucial factor for a student's academic achievement. Pastoral care is the provision the school ensures the physical and emotional welfare of our students and delivers safe and supportive environments to get the best out of them.

The Director of Pastoral care works closely with the safeguarding lead, the counsellor, the homeroom teachers and the section heads to ensure that the children are integrating well with other pupils and that any problems such as bullying, depression or school dropout are spotted and dealt with as early as possible.

ISN provides activities, opportunities and situations which develop resilience and resourcefulness, a training in good habits and, above all, the values and moral dimension which will allow the students to perform to their potential and sustain wellbeing throughout their life.

The Essentials : Life skills programme

- Mental health and wellbeing
- Nutrition
- Counselling
- Safeguarding
- Learning styles
- Physical health and hygiene
- Information literacies
- Financial literacies
- Organisational skills
- Relationships

ANTI-BULLYING POLICY

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- ⇒ physical (hitting, kicking, theft)
- ⇒ verbal (name calling, racist remarks)
- ⇒ moral (spreading rumours)
- ⇒ Posting defamatory information in electronic format (including photos) on the World Wide Web such as through 'Facebook ,You Tube, MSN messenger etc.

Pupils must be encouraged to report bullying immediately, either for themselves or their fellows, to their homeroom teacher or any staff member.

Faculty, parents and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Implementation of anti-bullying policy within the school

The following steps may be taken when dealing with incidents:

- ⇒ If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- ⇒ A clear account of the incident will be recorded in writing and given to the Director and saved in the Safeguarding Drive.
- ⇒ The Director and either the Principal or the Lower School Principal will interview all concerned and will record the incident
- ⇒ The homeroom teacher will be kept informed and he/she will advise the appropriate subject teachers
- ⇒ Parents of both the victim and the perpetrator will be informed
- ⇒ Punitive measures will be used as appropriate

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, homeroom time, assemblies and subject areas as appropriate, in an attempt to eradicate such behaviour.

It is strictly forbidden to take pictures/screenshots or film the classes. Teachers and students have a right to image that must be respected by all. The use of pictures and names on social networks and/or platforms without consent is strictly forbidden.

CONDUCT

The School has an obligation to ensure an atmosphere, which is conducive to learning, and ensures respect for its multi-cultural population. For this reason, any pupil whose behaviour, control or the general attitude is deemed to disrupt the school program, has a negative influence on others, or bring down the school, will be sanctioned according to the school disciplinary policy.

The following infringements should be especially noted:

- Language, behaviour, and attitude must be decent and respectful of others at all times. Obscenities and insults will not be tolerated.
- Chewing gum is not permitted within the school building, on the school buses, on school grounds, or at any school-sponsored activities.

- Fighting is strictly forbidden in school, in the buses, on the grounds of the ISN or, generally, during any activity organised by the school.
- A student caught stealing or damaging school property or the property of others may be liable to disciplinary actions leading to suspension or expulsion.
- Students have a collective responsibility to ensure that school property is treated with respect. A student who destroys or damages the property of the school or of others will be required to pay for the repairs or replacement of that property.
- It is strictly forbidden to come to the school with a dangerous object or anything likely to cause injuries. Administration or Faculty members will confiscate any article, which, in their professional judgment, may be considered a weapon or dangerous object.

DISCIPLINE & SANCTIONS (applicable to Middle and High School students)

Any breach of student regulation, even minor ones, including disruptive attitude and, in general, any misbehaviour, may lead to disciplinary sanctions.

Students who break these rules will be strictly dealt with in accordance with the following disciplinary procedure, depending on the gravity of the action,

- Apologies (written)
- Extra homework,
- Reflection Session (to reflect on his/her behaviour and ways of improving, and/or complete a missing assignment)
- Suspension from a specific class or all classes

Any behaviour problem is notified on Managebac and parents and students have access to the notification.

In case of detention, parents will be notified. Attendance in detention is compulsory. Any breach of this rule will be sanctioned further.

Serious breaches of regulations/Disciplinary sanctions:

Some very serious breaches may require a specific procedure.

DRUGS & ALCOHOL

Possession or use of illegal drugs (controlled substances) at school is strictly forbidden. Any student who is found in possession of illegal drugs, caught engaging in the use of illegal drugs, or discovered to be under the influence of illegal drugs will be expelled. This rule applies to the times when students are at school, in the school bus, or at any school-sponsored activity outside school, including school trips.

There will be no exceptions and no second chances.

The possession and/or consumption of alcohol at school, on the bus, or during any school-sponsored activity is strictly forbidden. The promotion of it and/or encouragement to consume these products is also strictly forbidden. Any infraction of this rule will result in suspension or expulsion from the school.

The Disciplinary Board will be consulted on request of the Director who may be able to give up to a week of suspension in order to give time for the committee to be convened. Time constraints may allow for more than a week of suspension with a written agreement of the parents and the school.

The Disciplinary Board:

- The Director (or his/her representative)
- The Section Head concerned
- One or more Faculty members
- One parent representative may be asked to attend

The student concerned, (with her/his parent or legal guardian), will be convened by Registered Letter with Acknowledgement of Delivery at least 8 days before the meeting of the Disciplinary Board.

The notification will specify the breach of regulations, the means at the disposal of the student to present his or her defence (by oral or written presentation or by any person of his or her choice), and his or her right to consult his or her file.

The parent or legal guardian of the student in question will be able, if the student is a minor, to be heard upon the request of the Director of the School and the Disciplinary Board.

The day of the meeting, the student will be invited to explain him or herself.

On the basis of these explanations, or those of the parent or legal guardian, the Disciplinary Board will take the necessary decisions which it considers justified..

The student or his/her legal guardian will be notified of the panel's decision within 7 working days, specifying the procedure for appeal if so desired. The student, and if necessary, his or legal guardian, will have 7 days from receiving notification to appeal.

Directors' review of a permanent exclusion on disciplinary grounds

Parents aggrieved at the Head of School's decision to exclude their child permanently may make a written application for a Directors' Review. In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek. A directors' review of the Head of School decision should take place within seven working school days. The nominated director will communicate directly with the parents prior to conducting the review. The director has the authority to uphold the permanent exclusion, rescind the exclusion, convert the exclusion into a further fixed-term exclusion or change the leaving status to 'withdrawn'. Parents will be informed in writing of the outcome.

In the case of a student being expelled, this decision is definitive and readmission will not be considered.

School rules can be breached within the school (classrooms, corridors, play grounds, sport fields, etc) or during external activities such as field trips, excursions, residential activities such as (MUN, study trips). Parents will be notified via Managebac and/or by email, and disciplinary action will be taken accordingly.

The following gives an example, but is not an exhaustive list:

- Lack of respect for other students, teachers, administrative staff or visitors, including on buses and during field trips
- Any case of bad conduct (gross and continued misbehaviour, smoking, consuming alcohol or taking, bringing, sharing or making the promotion of illicit substances, report of a student being under the influence of alcohol or drugs, possession of a weapon or object considered dangerous,

tampering with fire protection or safety materials, fighting, bullying, sabotage of data-processing programs, vandalism, etc)

- Smoking, vaping is strictly forbidden. Bringing cigarettes and/or e-cigarettes or vaping or any products linked to these practices on site is strictly forbidden. Sharing/selling these products on site is also strictly forbidden and will be severely sanctioned
- Behaviour and academic issues, for example, a persistent insufficiency of work, a negative attitude towards the studies, repeated refusal to return homework, attendance issues
- When the computers and electronic media devices are used contrary to the moral, legal and ethical values of the school and broader community, such as, the visiting, saving or distributing material from internet sites that include racist, anti-Semitic, xenophobic, pornographic material or to incite violence. E- learning and IT use in general: It is strictly forbidden to take pictures/screenshots or film the classes. Teachers and connected students have a right to image that must be respected by all.
- Logging on internet platforms that are rated 18+ or with inappropriate content (pornography, violence, as an example) gambling online or onsite, selling illicit products on site
- **It is strictly forbidden to take pictures/screenshots or film the classes, teachers and students. Teachers and students have a right to image that must be respected by all. The use of pictures and names on social networks and/or platforms without consent is strictly forbidden.**
- Inappropriate use of the computer during e-learning sessions (see paragraph on e-learning p. 31)
- Academic integrity : **Malpractice including any form of cheating, plagiarism or fraud, at any time**

ISN refers to the IB Academic integrity policy

(<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>)

Any student encouraging these actions or being part of a group engaged in these actions will be disciplined as well. We will also address students who make the promotion of these practices such as smoking, using drugs and other inappropriate behaviour.

ACADEMIC MATTERS

ACADEMIC ADVISING

ISN offers services to Secondary School students which assist them in the selection of an orderly and purposeful sequence of courses in grades 9 to 12. These include advice regarding graduation requirements, entry into university or college, and preparation for the achievement of long-term goals.

Among some of the specific services offered are :

1. For students in grades 8 to 10, assistance is offered in establishing an appropriate individualized academic program.
2. For students in grades 10, 11 and 12, counselling focuses on the formulation of realistic post-graduation plans. IBDP and college requirements are part of the process for these students, as is the scheduling of various examinations.
3. In addition to the services of ISN's University counselling, a library of reference books, university brochures, and career planning materials is available. Part of the collection includes various college handbooks.
4. Parents are invited to contact the Secondary School Principal or University Counsellor for advice concerning student academic progress, personal development and educational/career options.

CALENDAR/SCHOOL YEAR

The ISN academic year is divided into three terms. The first term begins in late August and ends in December; the second term begins in January and ends before April break; the third term begins after the April break and ends at the end of June. Student report cards are emailed to parents via Managebac at the end of each trimester.

A detailed annual calendar is available from the school office and on the school platform. Additionally, a newsletter is published on a regular basis and includes all upcoming important dates.

HOMEROOM TEACHERS

All students have a homeroom teacher with whom they meet every morning for the purposes of communicating information, keeping track of homework assignments, counselling, meeting individually with students, keeping records (such as attendance) etc. additionally, in grades 6 to 10, students meet once a week for a PSHE/student life session with their Homeroom teacher. This teacher is the class teacher in the Lower School or one of the subject teachers in the Middle or High School. The homeroom teacher is the principal point of contact between the school and the home, in all matters both academic and non-academic.

Homerooms sessions start at 8:30 and are compulsory

SCIENCE COURSES

As a science laboratory is put at the disposition of ISN students, attention is drawn to the set of recommendations made by the French Ministry of Education concerning the prevention of accidents which might arise from laboratory work: (Ministerial Circular of 7/12/67).

See Science Security Policy.

ASSESSMENT AND GRADING AT ISN

At ISN, we follow current practices in international education. Our assessment is Standards-based

| ISN Grades | Descriptors |
|------------|--|
| 7 | Excellent. All the standards are met <ul style="list-style-type: none">• A comprehensive, highly-structured, focused and concise response to the assessment task• A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter |
| 6 | Very good. Almost all the standards are met. <ul style="list-style-type: none">• A thorough and well-organized response to the assessment task• A substantial engagement with the assessment task |
| 5 | Good. Most of the standards are met <ul style="list-style-type: none">• A competent response to the assessment task• An intellectually competent and factually sound answer |
| 4 | Satisfactory. Some of the standards are met <ul style="list-style-type: none">• An acceptable response to the assessment task• Basic grasp of subject matter, but somewhat lacking in focus or structure |
| 3 | Weak performance. Few standards are met <ul style="list-style-type: none">• The minimum acceptable level of intellectual engagement with the assessment task• Shows a basic grasp of subject matter but may be poorly focused or badly structured or contain irrelevant material |
| 2 | Poor achievement. The standards of the task are attempted but not met <ul style="list-style-type: none">• A response to the assessment task which fails to meet the minimum acceptable standards• Very limited achievement with difficulties in understanding the task objectives |
| 1 | None of the standards of the task have yet been met <ul style="list-style-type: none">• A failure to address the task resulting in a largely irrelevant answer or material of marginal relevance predominating |

meaning it is referenced by criteria that clearly indicate the route for progression. Students are **evaluated against a set of criteria and descriptors** that state how a student is able to show knowledge and understanding or demonstrate a specific skill against a learning standard.

1. Clear criteria

For all open-ended summative assessment tasks, students are provided with written guidelines or criteria **ahead of time** so that they fully understand the task and how they will be graded.

2. Grades

Where a percentage or numerical grade is not suited to the assessment task, criteria and indicators provide objective guidelines. A teacher exercises her or his professional judgment to place students at the grade level that reflects their knowledge, understanding, and skills.

3. Feedback

Teachers make every effort to return marked work to students in a timely manner so that students can act on feedback. During the lesson, time is set aside to give general feedback and share examples of a high standard when appropriate. Students who do not understand a grade they have been awarded are encouraged to make an appointment with the teacher.

All work is returned to any student who has put in the required effort with:

- a. A positive comment
- b. Constructive criticism linked to the assessment criteria providing guidance for improvement. (Feedback is *informational, not judgmental*)

In some cases, **students may be invited to repeat the assessment task, or complete a similar one.** The new mark will not replace the first mark but will be taken into consideration when calculating the final grade.

4. Late/ Missing work

When a student fails to hand in work, every attempt is made to understand why a student has been unable to complete a particular assignment. The teacher records a **I or In** for incomplete in the mark book.

After discussion with the teacher, if a student is unable to complete the missing work under the agreed terms, a more formal meeting or communication with the parents will be scheduled.

Continued failure to meeting deadlines may result in a “zero”, severely hindering the student’s grade point average.

5. Student Absences

It is important that students catch up on any work they have missed through absence from class in a timely manner.

In keeping with the school’s mission, students are responsible for finding out the work they have missed. They can do this

- By checking ManageBac
- By asking classmates
- By contacting directly the teacher at school or via email

If a student is absent and does not provide valid grounds for failing to complete work by the alternative deadline set with the teacher, a zero will be recorded. If a student is absent when the work is collected, it is the student’s responsibility to hand in work on the day of return even if there is no lesson on that day. Students may also email work to teachers in a timely manner.

REPORT CARDS AND TRANSCRIPTS

Students receive academic reports at the end of each trimester. No diplomas, transcripts, references, reports, or other documentation will be issued for students whose financial obligations to the school have not been fulfilled.

HOMEWORK

Homework at ISN is structured to be a natural extension of classroom learning, reinforcing concepts and skills which have been presented in the classroom while developing students' ability to plan and organize their time.

The teachers try to coordinate and distribute homework assignments as evenly as possible throughout the week; however, it is the responsibility of the students that assignments are turned in on time and complete.

Approximate homework guidelines are as follows:

| | |
|-------------|-------------------------|
| Grade 6 | 1 hour/night average |
| Grade 7 | 1.5 hours/night average |
| Grade 8 | 2 hours/night average |
| Grade 9/10 | 2.5 hours/night average |
| Grade 11/12 | 3 hours /night average |

PHYSICAL EDUCATION

Students in grades preK to 10 are required to attend all physical education (P.E.) classes unless they provide a written note from a parent or doctor for a justifiable release from an activity.

Students must provide themselves with navy blue shorts and jogging pants and white trainers.

Showers are available in the changing rooms.

PROMOTION

The promotion of students to the next grade will be based on the advice of the teachers and counsellors. The Director is the final authority to decide the promotion from one grade to the next at ISN. In the event that a student is not promoted to the next grade, the Faculty will recommend to the Director that the student repeat the same grade, be removed from the School, or other recommendation as determined by the Faculty. If a student has failed a course at ISN, s/he may be required to retake the course, or a similar course, in a summer school at an accredited school, prior to admission into the next grade at ISN.

SUMMATIVE ASSESSMENT

There will be regular compulsory summative assessments. Any unauthorised absence from school on summative assessment days which is without justification will be sanctioned by the teacher. The student may be given the opportunity to take the assessment at another time but **special arrangements** must be made with the teacher prior to the deadline.

TUTORING

It is sometimes advisable for a student to attend extra help sessions for a specific subject. **Tutoring must be organised off campus.** Details should be arranged with the appropriate teacher. ISN Teachers may only tutor their own students for pay when there is no other qualified person available after a reasonable search.

HIGH SCHOOL

ACADEMIC PROBATION

A Grade Point Average (G.P.A.) of 4.0 (on a 7 point scale) should be the minimum requirement for acceptable academic achievement. A student whose G.P.A. drops below this, or who receives two marks of “3” in a given grading period, will be placed on academic probation.

A student remaining on academic probation after two consecutive semesters will be reviewed by the Director who will consider expulsion. Admission to the next academic year will be based on the student’s clear attempt to improve academic achievement.

CHANGE OF PROGRAMME

Individual student programmes are the result of thorough, long-range planning, based upon numerous factors (departmental recommendations, testing, interviews, and parent-student selections). Course changes are to be kept to a minimum once school has started and may only be made as follows:

- In consultation with the Secondary school Principal and IBDP Coordinator,
- A “Change of Course” form, available from the IBDP Coordinator, must be signed by the teacher(s) involved, as well as the parents.
- After two weeks, a student may change a course only in exceptional situations, and only with the approval of the teachers and the parents.
- For any change of class, an appointment with the University Counsellor will be organised

GRADUATION REQUIREMENTS

To graduate and receive a diploma from ISN, each student is required to complete a minimum of twenty-two credits, obtained over the four High School years. The minimum requirements by department are:

| | | |
|---|---|-------------------------------------|
| English/French 1 st language | = | 4 credits |
| Or E.S.O.L. | = | 4 credits |
| Maths | = | 3 credits |
| Modern Languages | = | 3 credits |
| Humanities | = | 3 credits |
| Sciences | = | 3 credits |
| Physical Education | = | 1 credit (gains ½ credit per annum) |
| Performing or Fine Arts | = | 1 credit |
| Extended Essay / Senior Thesis/Project | = | 1 credit (gains ½ credit per annum) |

Credits

One full “credit” is awarded when a student receives a minimum grade of “3” in a course or equivalent work as follows for each High School year :

- one credit for the successful completion of all IB courses, except for the Theory of Knowledge, which receives one-half credit,
- one-half credit for the successful completion of the senior thesis/project, or the Extended Essay for grades 11 and 12.

Honours Courses

All IB courses are considered Honours Courses.

IB DIPLOMA PROGRAMME

The candidates for the International Baccalaureate Diploma or Course status must enrol in six academic courses.

Diploma candidates must complete the core : Theory of Knowledge course, Extended Essay and the CAS (Creativity, Action, Service). These three components are compulsory to obtain the full IB Diploma.

“Theory of Knowledge is a unique part of the Diploma Programme and one of its three core elements. It gives students the opportunity to think critically about knowledge, to make sense of the huge amounts of information they encounter and to challenge the assumptions behind knowledge. It enables students to link together knowledge from their different Diploma Programme subjects, their CAS activities and their extended essay research.

CAS stands for 'Creativity, Action and Service' and is one of the three core elements of the IB Diploma programme. The CAS experience is intended both to extend and challenge students - through learning by doing real tasks that have real consequences, and then by reflecting on these experiences. CAS aims to develop students who are reflective thinkers, willing to take on new challenges and new roles and are more aware of themselves as members of communities with responsibility towards each other and the environment.

IB students are given the opportunity to develop independent study, research and extended writing skills through the Extended Essay. All students are required to write an essay of approximately 4,000 words. The essay can be on a topic of particular interest to the student from any area of study in the Diploma Programme. Students are assigned an academic supervisor who will guide the student through the demands of academic research and writing. The Extended Essay is excellent preparation for study at degree level.”

Non-Diploma candidates must attend the Extended Essay course but will complete the “Senior Thesis or Project”.

The IBDP programme is a two-year programme for students aged 16 to 19. It offers a comprehensive, demanding course of studies leading to qualifications for university entrance in more than 70 countries. It provides students of different linguistic, cultural, and scholastic backgrounds with the intellectual, social, and critical perspective necessary for their future.

The IB Diploma programme requires students to take three subjects at a “higher” level and three at a “standard” level. All students must study two languages, a natural science, mathematics, and a subject in the humanities. Students may also opt to work towards individual IB certificates, but must still carry six subjects.

Additional requirements for the IB Diploma are:

- participation in creative and physical activities and community service (CAS);
- an Extended Essay of 4,000 words which demands independent work under appropriate guidance;
- a course on the “Theory of Knowledge”

All students enrolling in IB courses must have the approval of their teachers and the IB Coordinator. A booklet which explains the IB in greater detail is available from the IB Coordinator, Secondary Principal or the School office.

IBDP on-line courses:

Additional courses are available for some ISN students via Pamoja on-line Education. These courses do not replace any of the courses currently offered at ISN but rather widen the choices currently available.

These additional courses cover a diverse range of interest and include:

- Business and Management (Group 3).
- Information Technology in Global Society (Group 3).
- Philosophy (Group 3).
- Psychology (Group 3).
- Film (Group 6).

The courses are delivered by experienced IB teachers under strict control of the IB Organization. The ISN IB Coordinator meets with the students taking Pamoja Online courses and ensures that they stay on track.

Independent Study

Students with a particular interest not offered in the standard curriculum may request to undertake an Independent Study Course. The proposal must be submitted by the student and a supervising teacher to the Secondary School Principal or the Director for approval. The credit rating for an independent study will be determined by the Director.

IGCSE PROGRAMME

All courses in grades 9 and 10 are designed as pre-IB courses. The IGCSE programme constitutes an excellent preparation for the IB Diploma programme. Each student in grades 9 and 10 must follow a complete programme. Some subjects are non IGCSE courses but they are considered at the same level of importance for the IBDP preparation.

“The IGCSE is a comprehensive two year programme for grades 9 & 10. It is a balanced mix of practical experience and theoretical knowledge. It is a universally recognized qualification among international schools and universities worldwide. The course offers the best in international education and, being in pace with students’ changing needs, it regularly updates and extends the curriculum. It provides an excellent foundation for students who wish to continue with the IB Curriculum at the pre -university level”.

INTERNAL/EXTERNAL EXAMINATIONS

External Examination centre

ISN is a centre for students who sit the exams for the IGCSE, the IBDP program, the Associated Board of the Royal Schools of Music exams (ABRSM) and NEA.

IGCSE AND IBDP

Externally assessed examinations (IBDP, and IGCSE) are scheduled on varying dates in May, (April to June for IGCSE). Examination rules are posted and discussed with students prior to exam time.

Internal Examination

IGCSE and IBDP Mock sessions are organised in grades 10 and 12 every year in January. Students are given the opportunity to train for the exams. They develop revision skills and time management.

Students not registered for IGCSE exams in grade 10 will sit End of Year exams in all subjects in a calendar aligned with the IGCSE external calendar. Teachers will communicate the dates and organisation to the students directly.

Final examinations (End of Year Exams) for grades 6 to 11 are scheduled in May/June.

SCHOOL SERVICE

Some High School students (Course candidate students) will be scheduled to perform a school service for one or more periods per week. These services may include assisting in the library or working as an aide in the Lower, Middle, or High Schools.

SENIOR THESIS/PROJECT

The senior thesis/project is a graduation requirement for all students who are not full IB Diploma candidates. The 2,500 word paper or project is to be written during the 11th Grade year and is to be presented in the October of the 12th Grade year. An assigned Faculty member assists each student in the research and preparation of this paper. Proposed topics are approved by the Secondary Principal.

APPLICATIONS TO OTHER SCHOOLS

As is the case with many international schools, ISN has a highly mobile student body, with a number of families arriving and departing each year, due to work and family reasons. Our staff has a great deal of experience and professional expertise both in welcoming new students to ISN as well as in helping our own students find placement in new schools when they choose to move. If a student is considering applying to a new school, we strongly encourage the parents to communicate this to the school administration as early as possible, and we will work with the parents and the student in preparing the admissions dossier for the new school. This can be particularly important when applying to highly selective schools, for which the student may need to prepare for and take admissions tests, e.g., the SSAT or CE examinations. In the case of the need for admissions examinations, please contact the office immediately in order to make the necessary arrangements.

GUEST VISITS TO SCHOOL

Visiting students may visit during the lunch period **with prior permission of the Primary/Secondary School Principals**, depending upon space available and the appropriateness vis-a-vis the school calendar (e.g., no visits during examination periods). Requests must be made in writing at least three days in advance. Visiting students will need to wear their guest badges at all times, and each will be assigned a student to be responsible for his or her safety if, for example, an emergency evacuation takes place. Prior to the visit, parents must complete and return an insurance attestation, which is available upon request at the Reception.

ISN would like to remind students that attendance is one of the most important factors for success.

Before class:

- If you are not able to attend, please notify your teacher.
- Make sure you have a fully charged iPad or other device with access to “Zoom” - devices should have any time restrictions removed for the duration of the online learning in order to ensure that students can access all necessary apps.

Parents are encouraged to assist their children to connect to the platform if they have difficulty

- Make sure you are in a quiet isolated space, to help you concentrate
- Be dressed appropriately for online learning and live sessions and your background screen and/or profile picture should also be appropriate
- Try and be well prepared before the lesson starts (breakfast / lunch done, no snack, toilet before the lesson...)
- Have paper or a notebook and writing materials when/if necessary
- Any other specific equipment such as maths equipment, textbooks etc. will be specified by the teacher at the beginning of the lesson
- All phones must be switched off during the live sessions

During class

- Respect the daily time table
- Students must be present and on time for all live sessions with all camera functions “ON”.
- **Photos/screenshots and videos are strictly forbidden.** Neither parents nor students are allowed to take photos or film during the classes to respect the privacy of teachers and students
- Students must use the “Chat” appropriately and respectfully
- Parents of students in Lower School may be invited when/if necessary to join their children.
- Parents must remain vigilant regarding online use, however, they are asked not to intervene in classes, unless prompted by the teacher. This includes helping students answer questions, solve problems, etc.

After class

- Make sure to leave the classroom by exiting the window
- Follow your class schedule to go to your next class

IMPORTANT

It is strictly forbidden to take pictures/screenshots or film the classes. Teachers and connected students have a right to image that must be respected by all.

Links to virtual classrooms are reserved for registered participants of that class. Do not share links to virtual classrooms with people who are not registered in the class. Any sharing of links with persons not registered in the class will result in **immediate suspension** of the student.

Similarly, **any student who disrupts his or her class** or allows himself or herself to go to a class that is not his or her own during the day will be immediately **suspended** for a period of one week and will be counted as absent.

CHANGEMAKERS

In keeping with ISN’s vision “to prepare today’s learners to confidently embrace challenges as adaptable, empathetic global citizens who will be active contributors for a more sustainable world,” we are launching CHANGEMAKERS, a dynamic enrichment programme which provides expanded opportunities beyond academics for students to be successful that includes a greater awareness of themselves and the wide range of options available to them, while developing the competencies to pursue those options and make good decisions as proactive, responsible citizens of the world.

While the school curriculum inspires, supports and nourishes learners to be open-minded critical thinkers and problem-solvers, CHANGEMAKERS offers expanded co-curricular opportunities for students to become even more actively engaged, visionary change makers.

CHANGEMAKERS is interactive, often project-focused and challenges students to use concepts in innovative ways.

Our goals:

Increase self-confidence

Increase self-esteem

Highlight creativity

Encourage perseverance

Awaken leadership skills

Ignite passions

Provide opportunities for discovery

Instill ethics and human values

Create a friendly, vibrant community

CHANGEMAKERS FAQs

How many CHANGEMAKERS courses will students take over an academic year?

- **Primary** students will participate in 4 different courses per week over a six-week period. At the end of the week, students will celebrate their achievements through a theme-based assembly.

| HmRm | 1 | 2 | 3 PSHE | LUNCH | 4 | 5 | 6 | BREAK | 7 | ENRICHMENT | PASTORAL |
|-----------|-----------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 8.30-8.40 | 8.40-9.40 | 9.40-10.40 | 10.40-11.00 | 11.00-12.00 | 12.00-12.40 | 12.40-13.20 | 13.20-14.00 | 14.00-14.20 | 14.20-15.00 | 15.00-15.40 | 15.40-16.00 |

- **Grades 6-10:** All students will participate in CHANGEMAKERS twice a week per term + the new Life-Skills programme twice a week + one supported individual study session.
- **IBDP:** Students in grades 11 and 12 are expected to engage in the CHANGEMAKERS program as either a participant or course leader for the Life-Skills programme, both of which a range of opportunities for their CAS Programme.
- Additionally, the IBDP students will be expected to attend the Future Proof programme on a regular basis. This program focuses on preparing students for the next stages of their education and for life beyond school with the University Counselor.

How many students will be on each course?

This is dependent upon the course but there should be between 8-20 students per course.

How will students choose their CHANGEMAKERS courses?

Students will be able to make their choices for the 2021/22 school year from the list of options via the CHANGEMAKERS booklet, which is available via the welcome back newsletter at the end of August. They will be asked to choose their courses for the first term when they return to school at the end of August during an assembly which will provide further details to assist students in their choices.

Are the CHANGEMAKERS sessions offered in year groups?

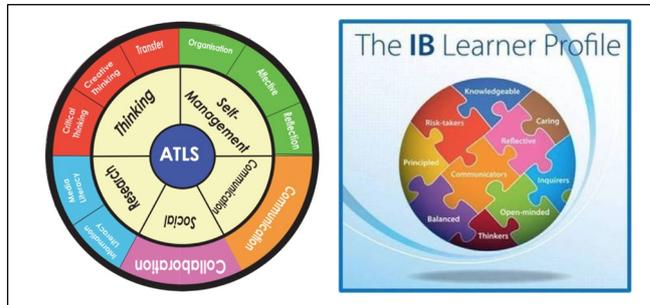
No - A great advantage of the CHANGEMAKERS programme is that the courses are offered vertically across multiple year groups within each section.

Will registers be taken?

Yes - a register will be taken for every session.

Will students be graded in the CHANGEMAKERS programme?

No, but students will receive feedback on their progress, effort and attitude. Students will self-reflect guided by the IB Learner Profile and ATL skills (Approaches to Learning Skills include Communication, Collaboration, Social Skills, Self-Management Skills).



Are there any costs associated with courses?

Almost all courses are offered as part of our curriculum with no charge. There may be a few activities that require students to bring some equipment / materials from home that may come with a small cost. Additionally, there are a few CHANGEMAKERS courses that may culminate in a paid trip. This is specified in the booklet.