



INTERNATIONAL SCHOOL OF  
**FLORENCE**

**PARENT/STUDENT HANDBOOK**

2022/2023



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**MISSION:** A laboratory for learning where we collaborate to add meaning to a shared future.

**VISION:** We aspire to build communities of creative makers and doers.

**THE IB LEARNER PROFILE** ‘The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.’ The IB Learner Profile underpins all aspects of our curriculum. ISF IB Learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced, and reflective. See the image on the left page for more information.

**APPROACHES TO LEARNING** skills apply equally to students and teachers. They are the all important life skills that lead students to becoming independent learners and support teachers in reflecting on and improving their practice.

The ATL skills are practiced in all lessons.

At the Upper School Teachers provide a guide to student development of ATL skills in the trimester reports as working towards, meeting, or exceeding expectations at that particular point in the student’s development.

## ACADEMIC CALENDAR

The school calendar can be found [here](#). This link includes both the live events calendar as well as the downloadable community academic calendar.



## **WELCOME TO THE 2022-2023 ACADEMIC YEAR!**

### **WELCOME FROM THE HEAD OF SCHOOL**

#### **Sharyn Baddeley, HEAD OF SCHOOL**

Dear Parents and Students,

An education at ISF is about actively combining challenging and enriching experiences with academic rigour and creative opportunities. We want our students to have the courage to push back the boundaries of their experience and to explore the possibilities that are available to them. Whilst we are proud of their academic results there is so much more to the education we provide at ISF. We aim to provide the inspiration to motivate students to keep striving for success, whether it is in the classroom, on the sports field or when serving others, we want our students to experience the excitement of discovering they are capable of achieving far more than they ever felt was possible. We have high expectations of our students and they, in turn, have high expectations of themselves.

We encourage all parents to connect with their child's teacher on a regular basis to ensure that their physical, emotional and intellectual needs are met. We know that together, as a team, parents and teachers can work to create the best possible environment to foster happiness and success.

Please use this handbook as a tool to gather information and do not hesitate to make contact with any of our leadership team should you require further assistance.

Thank you for your continued support of the school.

Best regards,  
Sharyn Baddeley  
[s.baddeley@isfitaly.org](mailto:s.baddeley@isfitaly.org)

### **WELCOME FROM THE JUNIOR SCHOOL LEADERSHIP TEAM**

#### **Tony Pascoe, JS PRINCIPAL**

Welcome from the Junior School! Contained within this handbook is the fundamental information necessary for a positive and productive relationship between the school and family community. Expectations, policies, and procedures listed and linked here are the result of many ongoing conversations on how to best serve our students and families as well as transparently describe our philosophy of teaching and learning. I encourage every family to read this handbook with an eye to understand how we do school at ISF and how each student can be most successful. If you have questions or suggestions, please don't hesitate to reach out, this is meant to be a dynamic document that continues to be developed to best meet the needs of our community. Looking forward to a new school year with all our families!

Onward!

Tony Pascoe, [t.pascoe@isfitaly.org](mailto:t.pascoe@isfitaly.org)

#### **Nicky Shamash, VP FOR LEARNING and IB PYP COORDINATOR**

International Baccalaureate school programmes aim to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and attitudes needed for taking responsible action for the future.

As an International Baccalaureate Primary Years Programme (IBPYP) school, starting with the Early Years we take a child-centered, developmental approach to learning with children following their natural curiosities and imagination through open-ended experiences.

As our students move through the grades we encourage transfer of understanding through our broad, balanced, conceptual and connected curriculum, our approaches to teaching and learning and international-mindedness.

Nicky Shamash [n.shamash@isfitaly.org](mailto:n.shamash@isfitaly.org)

### **John David Male, VP FOR STUDENT WELLBEING**

Students thrive in an environment that is consistently nurturing and supportive. At ISF we place the wellbeing of students, their social and emotional growth, at the center of all our practices. We work as a team, in partnership with families to provide learning experiences that foster students' holistic development. We help guide their journey to a more complete understanding of what it means to be global citizens that embody the IB Learner profile. The role of VP for Student Wellbeing is to oversee and help implement the best practices in relation to this process. This is done by coordinating Child Safety and Protection as well as SEL curriculums which aim to help students achieve their goals and be their best selves.

John David Male, [j.male@isfitaly.org](mailto:j.male@isfitaly.org)

### **WELCOME FROM THE UPPER SCHOOL LEADERSHIP TEAM**

#### **JAN STIPEK, US PRINCIPAL and DEPUTY HEAD OF SCHOOL**

Welcome to the Upper School! Please spend some time familiarizing yourself with this Upper School Handbook for 2022/2023 which reflects the latest changes and up-to-date important information about daily school operations and expectations.

Schools are evolving organizations; I therefore encourage all parents and students, regardless of how many years they have spent at ISF, to carefully read this document to familiarize themselves with school expectations, policies and procedures, aimed at ensuring a transparent and positive relationship within the ISF community.

Wishing everyone a successful 2022/2023 school year!

Jan Stipek, [j.stipek@isfitaly.org](mailto:j.stipek@isfitaly.org)

#### **CLARE KELLY, VICE PRINCIPAL FOR LEARNING**

At ISF we have a broad and balanced curriculum that seeks to educate the whole child. As an international school we offer opportunities for students to learn three languages throughout Grades 6-10, we seek to develop their creativity and innovation through art, music and theatre, alongside the traditional subjects of english, maths and science. We have a comprehensive physical education programme that takes place at the Olympus sports facility in Florence and lessons to support their personal, social and emotional development. We encourage students to be actively involved in their education to become lifelong learners. Many of our teachers are undertaking educational research to improve teaching and subsequently the learning experiences for our students.

Learning doesn't just take place in the classroom. We enable students to broaden their educational experience by offering a range of extracurricular activities from sports to STEAM to chess club to Model United Nations. We encourage families to stay connected through our grade level Zoom parent engagement sessions that we started during lockdown and continue to offer this year.

Clare Kelly, [c.kelly@isfitaly.org](mailto:c.kelly@isfitaly.org)

## **INKA SZABLINSKI, VICE PRINCIPAL FOR STUDENT SUPPORT**

My role is to support students in their everyday activities at school, to help give them voice and agency, and feel listened to and empowered to change and improve school life. If you have any questions, comments, or concerns feel free to contact me.

Inka Szablinski, [i.szablinski@isfitaly.org](mailto:i.szablinski@isfitaly.org).

## **WELCOME FROM THE STUDENT COUNCILS + PARENT ASSOCIATION**

### **JUNIOR SCHOOL SPORTS COUNCIL MESSAGE**

The Sports Council are students from Grades 2-5 who meet weekly to discuss ideas on how we can give opportunities for ISF students to be more active during the school day. A variety of leadership, communication skills are used during these meetings and when promoting initiatives to the school community. Giving students an opportunity to have their passions and ideas heard and seeing them come to fruition is our goal.

### **JUNIOR SCHOOL ACTION TAKERS MESSAGE**

The Action Takers work to create and support school initiatives, community building efforts, and school improvements. The Action Takers are an inclusive school group in which *all* students have an opportunity to take leadership roles and actions outside of class. Students are encouraged to be committed to the group by regular weekly attendance at meetings and by bringing forward their ideas for the school. Although the majority of the Action Takers have primarily been students from grades 3-5, we are working to ensure that all younger grades are included in the collaborative process.

### **STUDENT COUNCILS**

ISF Upper School has two student council bodies: one for the Middle School (Grades 6-8) and one for the High School (Grades 9-12).

The councils are student-led and all students are welcome to join. We meet on a weekly basis to contribute ideas, discuss and plan exciting activities for the ISF community. We seek feedback from students which we then elaborate into a concrete plan of action.

Presently, our main focus is ensuring that ISF is a sustainable environment, as well as fundraising for those less fortunate.

We consider ourselves to be inclusive by celebrating diversity in all forms.

### **PARENT ASSOCIATION**

The [Parent Association \(PA\)](#)

The ISF Parent Association supports the educational goals and strategic vision of the school by partnering with faculty, students and others in the community to plan events, to facilitate communication, and to provide a welcoming social environment for all members of the community.

A class parent is a parent or guardian who provides help to teachers in organizing special activities inside and outside the classroom setting. Class parent(s) may serve in some of the following ways:

- Meeting with the teacher to discuss his/her needs for upcoming activities
- Organizing volunteers for class events
- Communicating with parents
- Coordinating the collection of funds for events
- Attending PA meetings to represent your class
- Encouraging participation in community activities

The PA are a group of enthusiastic parents from different nationalities, crossing over many language barriers, with many skills and talents, who plan and assist with events that include our annual field day, career forum, autumn bazaar, new family welcome breakfast, fundraising gala, and the festival of song.

Everyone is welcome! The ISF PA requires no initiation – being a parent automatically qualifies you as a member. We anticipate helping one another to discover this beautiful city we all share through the ties of our children. We all volunteer our time when possible, for the same vested interest. Being connected to the school through the PA offers children and fellow parents the unique opportunity to grow within their own community. [Join our ISF Parents Facebook Group here.](#)

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## **ADMISSIONS**

For the latest information about admissions and our Admissions team, please refer to the [ISF website](#).

On the website you will find a short virtual tour of the two campuses, Admissions FAQs, and information about tuition and fees.

### **ADMISSIONS POLICY**

The International School of Florence has a detailed Admissions policy which informs all decisions regarding admissions into the school..

### **OUR STUDENTS AND FAMILIES**

ISF enrolls approximately 570 students across two campuses and is represented by over 44 different nationalities. Currently, the JS is composed of 220 students while the US is composed of approximately 350 students.

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## **ORGANIZATIONAL STRUCTURE**

### **SCHOOL GOVERNANCE**

ISF is a non-profit, private, fee-paying school recognized as a foreign school in Italy. ISF is the only branch of American Schools Abroad, Inc. a USA-based organization incorporated in the state of Delaware. It is governed by the Board of Directors (BOD), which consists of nine to fourteen members who have been, or still are, associated with the school in some way: alumni parents, current parents or members of the Florentine community. Meetings are held regularly on a monthly or bi-monthly basis at the Upper School while school is in session.

The BOD is responsible for the evaluation of the Head of School and approves the annual budget. Its focus is on strategic issues and on the long-term well-being of the school and not the day-to-day administration or the instructional aspects of the program..

The BOD is organized into several Committees. These Committees include: Governance, Executive, Advancement, Finance and Risk Management, Learning Environment & Strategic Planning .

### **ISF LEADERSHIP + ADMINISTRATIVE TEAMS**

The School has Leadership Teams which meet weekly and bi-weekly to discuss teaching and learning along with all operational matters of the school.

#### **The Senior Academic Leadership Team (SALT)**

Consists of the Head of School and the Divisional Principals

##### **Purpose:**

- Assists the Head of School in making academic decisions within the school (shared decision making)
- Ensures a focus on learning and continuous improvement
- Guides the work of the ILT (Instructional Leadership Team) in their divisions
- Supports and monitors the work of the ILT
- Serves as the steward of the school's mission, vision, core values (commitments)
- Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's expectations
- Identifies gaps in performance or processes and plans for their improvement
- Aligns division work with the school's vision and mission
- Responsible for ensuring CIS/IB accreditations are maintained
- Responsible for ensuring teacher quality and standards are enforced
- Plus, additional responsibilities when needed.

This team meets weekly and at times on a day to day basis to discuss academic matters related to teaching, learning and division concerns.

#### **Instructional Leadership Team (ILT)**

Division Principals

Division Vice Principals

Head of School

Personal Assistant to Head of School

##### **Purpose:**

- Focus on learning and continuous improvement
- Monitor achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's expectations
- Identify gaps in performance or processes and plans for their improvement
- Are responsible for service and program delivery
  - Standards
  - Assessment
  - Instruction quality and delivery

- Unit planning/mapping and alignment of Curriculum, Instruction & Assessment (CIA) across grade levels
- To improve communication throughout the school
- Consultative decision making
- Promote inter-cultural understanding and respect
- Develop positive relationships

The team will work closely with the Head of School and will meet on a **bi-weekly** basis to discuss issues that may have arisen and make collaborative decisions concerning the teaching and learning in the divisions, they will also discuss how information will be passed on to teachers and support staff.

### **Core School Management Team (CSMT)**

Head of School

Deputy Head of School

Personal Assistant to HOS/Board Support

Director of Finance/HR

Legal Representative

Advancement Director

Facilities Manager

Head of Admissions

Director of Communications

### **Purpose:**

To successfully run the operational and administration of business activities within the school with the purpose of attaining higher efficiency. The team ensures that all the different parts of the organization pull in the same direction.

- discuss issues and make decisions concerning the operational running of the school and discuss how information will be passed on to teachers and support staff.
- To plan, organise and supervise the operations of the school for effective and efficient productivity.
- Streamline communication across the school, coordinate Alumni
- Responsible for health and safety of all community members
- Combining the efforts and plans of all the critical functions into the execution of the organization's overarching plan and strategy.
- To ensure proper Risk analysis, risk assessment, and risk mitigation activities within the school
- Monitoring external/Internal factors and reacting to those in a proper way in order to safeguard the organization for the future
- Support the growth and development of the school in all operational areas
- Coordination of all events, programs, activities and communication within the school

**Weekly** meetings for status updates, sharing of events/activities, problem solving.

***Other representatives/specialist might be called upon in special cases or for certain topics only.***

### **Division Instructional Teams or Middle Management Team – Upper & Lower Schools**

Each Divisional Principal will form their own Instructional Team or Middle Management Team to ensure the effective and efficient running of the division and ultimately improve the quality of teaching and learning. They meet weekly or daily if required.

### **Middle Leadership Team for Upper School**

- Curriculum Coordinator
- Heads of Department

### **Pedagogical Leadership Team for Junior School**

- Phase Level Leaders
- Learning Leaders

### **Administrative Teams**

There are a number of Administration teams including the Admissions team, Business Office team, Facilities team, Maintenance team, ICT team, Marketing & PR team, and Advancement team.

Briefing will be held every **Monday morning** with all Administration teams

### ***JUNIOR SCHOOL FACULTY, TEACHING, AND LEARNING RELATED MATTERS***

The Junior School supports students from 3 years of age to 11 years of age, beginning in Early Years 1 and continuing through to Grade 5. The classroom teachers support the learning of mathematics, language arts, science and social studies using transdisciplinary and stand-alone learning opportunities. Students also have lessons with single-subject teachers in Physical Education, Visual Art, Music and Italian. Students also have lessons in our library where they develop research skills and continue to develop their appreciation for reading. We have an ICT specialist who works with students and teachers to support the integration of technology in the classroom. All teachers are responsible for supporting and the facilitation of our SEL curriculum alongside the VP of Well Being, School Counselor and School Nurse.

Student Services ensure that all students are valued, supported, and serviced in the most effective, inclusion-based way possible in order to achieve academic, social, and emotional success. Student Services comprises Learning Support, English language support (EAL), Counseling and support from the School Nurse.

An “Activity, Community and Events Coordinator”, supporting Extra Curricular activities in the Junior school, community connections for experiential learning and residential trips, as well as Junior School or whole school events.

The Primary Years Programme (PYP) is led by the PYP Coordinator, who supports the teachers in planning and facilitating the Primary Years Programme (PYP) in accordance with IB PYP Standards and Practices, as well as supporting the teachers in their understanding of the approaches to teaching as expected by the IB PYP. The PYP Coordinator is the main contact for and liaison with the International Baccalaureate Organization (IB). The Coordinator reports to the VP for Learning.

Additionally there are safety teams responsible for fire safety, earthquake and evacuation procedures and drills. A first aid team supports the work of the school nurse who is on campus 3 days a week.

The whole Faculty teaching team meets weekly on Tuesday afternoons from 3.00-4.00pm to discuss organizational and learning matters. The VPs and the Principal constitute the Education Leadership Team (ELT).

There are many further informal and formal meetings that occur on a regular basis to support student and staff learning and wellbeing.

## UPPER SCHOOL FACULTY, TEACHING, AND LEARNING RELATED MATTERS

The Education Leadership Team of the Upper School (US ELT) is made up of the Upper School Principal, Vice Principals and IB DP Coordinator.

Each Vice Principal is responsible for an element of the Upper School as per the following table:

Blue: US Education leadership team (US ELT)

<b>Division</b>	Upper School							
<b>PIC</b>	Upper School Principal							
<b>Department</b>	Academic department			Student support department				
<b>PIC</b>	Vice principal - Learning			Vice Principal - Student support				
<b>Function</b>	Overall all aspects of academics: Quality of teaching Quality of learning Written curriculum Taught curriculum Assessment standards Student academic performance Reporting process (academic reports) Assessment reports and analysis Lesson observations Timetabling (through timetable manager) Cover (through cover manager) Admissions (non-LS and non-EAL students) Quality of learning environment (classrooms)			Overall all aspects of student life, apart from teaching and learning: Behavior and discipline Attendance Form tutor programme, including LifeSkills@ISF Social emotional counseling Career counseling Learning support EAL Health and safety Duties Admissions (LS and EAL students) Quality of student life on campus (recreation areas, hallways, canteen)				
<b>Teams</b>	Subject team	DP team		Learning support team	EAL team	Form tutor/Wellbeing team	Counseling team	CAS/Community service team
<b>Line manages</b>	Learning leaders	DP Coordinator		All LS teachers	All EAL teachers	Form tutor/Wellbeing curriculum coordinator	All counselors	CAS coordinator

The Diploma Programme (DP) is led by the Diploma Coordinator, who ensures the diploma teachers and students are up to date with course requirements, including assessments. The DP Coordinator is the main contact for and liaison with the International Baccalaureate organization (IB).

Each subject team is headed by a Learning leader; all Learning leaders and curriculum coordinators meet weekly as part of the Curriculum and Assessment team.

A homeroom system operates each morning from 08.15-08.30 and is the first registration period for students in grades 6-11; grade 12 students have a different mentoring system reflecting their needs.

In addition, ISF runs a Life skills@ISF which is a wellbeing/personal-social-emotional health program organizing into age-appropriate themes.

A first aid team supports the work of the school nurse who is on campus 2 days a week.

### **LEARNING SUPPORT (LS)**

The Learning support at the Upper School follows the approach stated in the Learning Services Handbook; available from the LS staff.

### **TEACHER DOMAINS AND STANDARDS**

All ISF teachers are expected to follow these professional standards, organized into seven domains.

<b>DOMAIN</b>		<b>STANDARDS</b>
PROFESSIONAL KNOWLEDGE	1 2	Know your students and how they learn Know the content and how to teach it
PROFESSIONAL PRACTICE	3 4 5	Plan for and implement effective teaching and learning Create and maintain supportive and safe learning environments Assess, provide feedback and report on student learning
PROFESSIONAL ENGAGEMENT	6 7	Engage in professional learning Engage professionally with colleagues, parents/carers and the community

### **FACULTY EMAIL ADDRESSES**

Should you need to contact a member of staff via email, addresses follow a standard pattern, all in lowercase:

First letter of first name

Period

Last name

@

isfitaly.org

### **EMAILS THAT DO NOT FOLLOW THE ABOVE STANDARD**

juniorschooloffice@isfitaly.org

upperschooloffice@isfitaly.org

businessoffice@isfitaly.org

facilities@isfitaly.org

learningdirector@isfitaly.org

## **JUNIOR SCHOOL PROGRAMMES**

### **SUPPORTING YOUR CHILD'S LEARNING**

At the ISF Junior School you can support your child's learning by:

Maintaining regular contact with the school

Sharing literature with your child

Supporting your child's mother tongue

Supporting your child's acquisition or expansion of Mother Tongue, English and Italian

Encouraging your child's curiosity and supporting your child's inquiry both in and out of school

Attending parent education evenings, curriculum information sessions, and parent/teacher conferences

Recognising that mistakes are made both with learning and with behaviour. Discussing what can be learned from mistakes and reinforcing that making mistakes is how we grow, will help build confidence in your child.

### **ACADEMICS**

ISF is an authorized Primary Years Programme (PYP) curriculum school. As such, it is engaged in using "structured, purposeful inquiry as the main approach to teaching and learning" across school ages and curricular areas. Our students develop the knowledge, concepts, skills and attitudes that the IB identifies as the core of an International Baccalaureate education. It is challenging in its scope and ability to prepare internationally-minded students.

A PYP education is less focused than many models on test results as an indication of learning and more focused on demonstrations of the use of what has been learned through oral, written and electronic presentations as well as collaboratively developed projects and artistic representations. Classes are often noisy, busy places where students can be observed constructing what they know.

At ISF, English is not a "subject" and instead, is the primary language of instruction and inclusion. As an internationally -minded school, nestled in Florence, we also teach Italian to all of our students. Mother-tongue is a very valued part of your child's development, and we encourage the nurturing and fostering of all mother-tongues.

The Primary Years' Programme (PYP) is structured around six transdisciplinary themes which are significant and meaningful to all students:

Who we are - An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities, what it means to be human.

Where we are in place and time - An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves - An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works - An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves - An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet - An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

### ***PYP IN EARLY YEARS 1, 2, AND FOUNDATION***

Early Years at the International School of Florence is taught through the IB Primary Years Programme. It is based on a child-centered, developmental approach to the young learner. Children experience a nurturing and stimulating environment where their curiosity is placed at the center of their growth. Social and emotional skills are developed to support their emerging independence. The school day offers a range of opportunities for exploration and collaborative learning, as well as Physical Education, Music class, Art class and Library visits. Students' English language skills are reinforced daily through purposeful modelling and contextual interactions, with Italian language extension offered once a week for Early Years 1 and 2 and three times a week in Foundation.

### ***PYP IN GRADE 1-GRADE 5***

The Junior School Program at the International School of Florence develops children's understanding of the world through the IB Primary Years Programme. Our program promotes the development of mathematical and language literacy as well as curiosity in the sciences and social studies through relevant and engaging units of inquiry. A love for the creative and performing arts, together with physical exercise, is fostered by specialist teachers who work collaboratively with classroom teachers, enabling students to make transdisciplinary connections to their learning across the curriculum. Learning is enhanced throughout the year through integrated activities and trips in our local Florentine environment and olive grove. Students learning English as an Additional Language are offered support by our English as an Additional Language (EAL) services. Students are encouraged to learn our host country's language and culture through daily Italian instruction. An integrated Italian equivalency program is offered for our host country students who wish to meet the requirements of the Ministero della Pubblica Istruzione.

### ***ITALIAN AT ISF Junior School***

Italian language development and cultural awareness are integral in learning about our host country. Whether students are learning Italian as an additional language or as a home language we are able to support their learning through our units of inquiry as well as through stand alone Italian language teaching.

### ***Early Years 1 and Early Years 2***

Students in Early Years 1 and 2 have weekly classes in Italian where they enjoy stories, songs and play lead in Italian. Classes have bilingual teaching assistants who support student understanding between English and Italian on an ongoing basis.

### ***Foundation to Grade 2***

Italian classes become progressively more regular, with daily instruction by Grade 2. Classes are grouped according to levels of Italian acquisition and learning is focused on the acquisition of Italian- reading and writing, speaking and listening.

### ***From 3rd to 5th Grade***

At the end of 2nd Grade, students are split into 3 different Italian levels. The goals of each differ and the placement into a program is at the discretion of the principal, based on assessments, family need, and teacher recommendation.

### ***Italian Program (Quinta Elementare)***

The Quinta Elementare is an exam taken at a local Italian public school with an external commission at the end of Grade 5. This exam allows entrance to Italian National State Middle schools.

Students who take the Quinta Elementare path are automatically placed in the Italian Program at ISF Middle School (although they can opt out).

The Italian Program is designed for children who speak Italian as a home language. Students receive instruction in literature, grammar, history, geography, science and mathematics in Italian and oral and written exams are taken in all these subject areas.

Students are eligible for acceptance to this path if they:

Speak Italian as a home language (or one of)

Have been assessed by Italian teachers as being of a sufficient level to meet the needs of the program

Families are willing to support their children in preparation for the exam

### ***Italian as an Additional Language (IAL-A)- Advanced***

The IAL-A course is designed for strong Italian speaking students who do not intend to prepare for the Terza Media state exam. Students study Italian Literature, grammar, speaking and writing skills using the state curriculum materials. This course is offered if demand exists.

### ***Italian as an Additional Language (IAL-B)- Beginners***

The IAL-B course is designed for non-Italian mother tongue students. The focus moves from language acquisition and comprehension to the study of age-appropriate literature and cultural studies.

Placement into a program is not definitive and can be reassessed according to need.

## **HOME LEARNING POLICY**

At the Junior School, we believe Home Learning should be motivating and authentic. Home Learning tasks will be engaging and interactive, often relating to our unit of inquiry (UOI) and open-ended by nature, rather than tasks completed in isolation. Tasks are differentiated depending on the needs of the individual student. The tasks are prepared by the homeroom teachers, and in some cases, the students themselves, and are designed to provide opportunities for all students to enjoy success. Learning tasks are designed to support learning in all areas of growth (cognitive, social, emotional and physical), and include feedback with the teachers well as reflection.

One expectation for everyone is reading; reading to LEARN and ENJOY through shared reading experiences. We believe that reading is an essential skill that will help support all learners throughout their lives and is key to their success. In fact, evidence suggests that reading for pleasure is more likely to determine a child's success at school than their social or economic background. With this in mind, we encourage and support all reading at home and hope you enjoy the experience with your child as much as we do.

This may look like:

Student selected reading: No external rewards. Student choice and enjoyment are the goals, while increasing the cumulative exposure to words. Students will have access to quality books through the ISF library and are expected to have a book checked out to them at all times.

Parent and child selected reading: You may choose books together from home or a library, you may read comics, magazines, signs, subtitles, blogs, and so on. All of this type of exposure to print can be pleasurable, as well as supporting your child’s interest in, and therefore ability to, read and comprehend.

Time allocation: Due to the nature of the program and student learning needs varying greatly, it must be reinforced that the timings below are a maximum recommendation. It is not a time frame we strive to reach.

ISF believes that for quality Home Learning to be effective in learning, it needs to have follow-up. As teachers and students design Home Learning, they also need to plan for its use in providing “feedback” between the teacher and student.

The Required Home Learning maximums are a response to the Homework Work Group’s study of research applicable to international schools like ours and ISF beliefs about quality education standards within an Italian setting.

The limits are established to ensure that students have time to pursue other interests outside of school and preserve quality family time and to help build a common expectation between grade level teachers in a progressive way through the years at ISF.

GRADE	READING	HOMEWORK	TOTAL TIME
PS + PF	10 minutes		10 minutes
FOUNDATION	10 minutes		10 minutes
G1 - G2	15 minutes	10 minutes	25 minutes
G3	15 minutes	15 minutes	30 minutes
G4	20 minutes	20 minutes	40 minutes
G5	20 minutes	30 minutes	50 minutes

### **EXHIBITION**

In Grade 5, students take part in an Exhibition. The Exhibition focuses on a local or global issue that has sufficient scope and sequence to warrant an extended investigation.

The Exhibition has a number of key purposes:

- For students to engage in an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize to apply their learning of previous years and to reflect upon their learning
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle school education.

## **JUNIOR SCHOOL ASSESSMENT**

Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at ISF Junior School and enables teachers to deliver education that best suits the needs of their students.

In the PYP, assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching. It involves a collaboration between both students and teachers to co-construct learning goals and success criteria where both the learning outcomes and the learning process are evaluated. It also informs the student, teacher, parents and learning community through the monitoring, reporting and measuring of progress.

## **JUNIOR SCHOOL ACADEMIC INTEGRITY POLICY**

ISF seeks to develop a sense of responsibility and personal integrity in our students. Like any community, ISF functions best when its members treat each other with fairness, honesty, respect and trust. In light of that goal, academic honesty is a shared expectation. Academic honesty is defined by the IB, as "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment". (IBO document, Academic Honesty July 2011)

Becoming academically honest in the PYP will act as a cornerstone in preparing our students to develop life-long ethical practices in academics and beyond. Specific examples of Academic Integrity expectations will be taught through the course of the Junior School year through the development of the IB learner profile attributes and the approaches to learning.

## **UPPER SCHOOL PROGRAMMES**

The Upper School offers a number of closely interrelated programmes of learning for ISF students. For clarification purposes, the following definitions may be useful:

**UPPER SCHOOL:** Students at ISF in Grades 6-12, generally ages 11-18/19 years.

**MIDDLE SCHOOL:** Students in Grades 6, 7, and 8, generally ages 11-14 years; this includes students studying in the Italian Programme, and those in the International Programme.

**HIGH SCHOOL:** Students in Grades 9-12, generally ages 14-18 or 19 years, and this includes students studying in the IB Diploma Programme.

### **CLASS GROUPS**

In the Upper School, students are all taught in mixed ability groups, with the exception of the languages of Italian, French and Spanish, where students are assigned to a class commensurate with their competence in that particular language where possible.

Students are assigned to classes by the Vice Principal Learning, in consultation with the Learning Leaders and the Vice Principal Student Support. This is to ensure an equitable mix of, but not limited to: gender, nationality, mother tongue, age, competence in English Language, languages spoken, academic ability based on previous subject summative assessments and MAP scores. Class placement is solely at the school's discretion and no parental requests regarding student placement will be considered.

### **MIDDLE SCHOOL CURRICULUM OVERVIEWS**

ISF follows a set middle school curriculum; the overview is accessible to parents. Unit and assessment details are also available to parents on ManageBac.

### **HIGH SCHOOL CURRICULUM OVERVIEWS**

ISF follows a set high school curriculum; the overview is accessible to parents.. Unit and assessment details are also available to parents on ManageBac.

### **THE IB DIPLOMA PROGRAMME [GRADES 11 + 12]**

The [International Baccalaureate Diploma Programme \(IBDP\)](#) is an externally assessed two-year programme for the academically motivated students in Grades 11 and 12, leading to the award of the IB Diploma. The IB DP Coordinator assists students in planning their programmes and monitors their progress.

The curriculum contains six subject groups together with a core made up of three separate parts. Students study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).

All three parts of the core, the extended essay (EE), theory of knowledge (ToK) and creativity, activity, service (CAS) are compulsory and are central to the philosophy of the Diploma Programme. Students are expected to spend three hours per evening, per day, on homework, which includes reading and reviewing as well as exercises and assigned writing.

The 2022-2023 [ISF Diploma Programme Handbook](#) provides a full description of the programme. The [ISF Diploma Programme Course Descriptions](#) provides a full description of the courses for 2022-2023.

Students make their IB course selection during the 10th Grade. The IBDP Programme is both academically challenging and demanding. In order to be eligible to pursue the IB Diploma at ISF, we require students to achieve a minimum grade of 5 for all Standard Level subjects and a minimum grade of 7 for all Higher Level subjects by the end of Trimester 2 of Grade 10. It is at this point that their course selections will have been completed.

### **ISF DIPLOMA & GRADUATION REQUIREMENTS**

ISF is accredited to offer an accredited American-style high school diploma (ISF High School Diploma). This is awarded at Graduation following a competition of the required credits and other school requirements, and symbolizes completion of High School Grades 9-12.

A total of 24 credits is required for graduation with the ISF High School Diploma. 1 year of classes in a single subject is equivalent to 1 credit. 1 credit is awarded with a year grade average of 3 or more.

- 4 credits of Language A;

- 3 credits of Language B;

- 3 credits of Individuals and Societies;

- 3 credits of Experimental Sciences;

- 3 credits of Mathematics;

- 8 credits of Elective classes including but not limited to Art, Music and Theatre

Students who do not achieve 12 credits or more at the end of Grade 10 will not be able to pursue the IB Diploma Programme, but will be able to follow the High School Diploma route following consultation with the Vice Principal Learning and the DP Coordinator.

### **EXTERNAL ASSESSMENTS**

**MAP GROWTH** ([Measures of Academic Progress](#)) is a digital assessment tool that provides teachers, learning support staff, administrators, students, and parents with detailed data about student growth and achievement. Immediate results allow teachers to identify and address student needs. Students in Grade 6 through Grade 10 take the assessment twice a year .

**PSAT** is offered to students from grades 9-11 and tests students in the areas of reading, writing, and math. PSAT 8/9, PSAT 10, PSAT 11 NMSQT - These tests are held internally for ISF students and sign-ups are offered to all students in grades 9-11 each year. The test is optional and serves as a practice version of the SAT exam. PSAT does not affect school GPA and is not used as part of college admissions. In grade 11, the PSAT 11 NMSQT is a scholarship qualifying test for students. (US citizenship holders) See drop down menu from the [USA College Board website](#).

PSAT is offered to ISF-enrolled students only due its format.

**SAT:** ISF is an official test center for the SAT. The registration for the SAT is administered by CollegeBoard. SAT is offered to ISF and non-ISF students.

## **ITALIAN STATE EXAMINATION**

**TERZA MEDIA EXAM:** At the end of Grade 8, Italian Program students take the Italian Government Licenza Media Exam at a local Italian public middle school with an external commission. The exam consists of written and oral components.

Students who transfer from the Junior School in Grade 6 are automatically placed in the Italian Programme at the Upper School, subject to having passed the Quinta Elementare Exam at the end of Grade 5. In some exceptional circumstances where a student has not taken, or passed the Quinta Elementare, they may be permitted to join the Italian Programme at the Upper School if they can demonstrate the required level of competence in the Italian language. However, they must complete the Idoneita Exam at the family's expense by the end of Grade 6.

Parents can make a written request to the Vice Principal Learning for their child to be placed in the International Programme instead.

Students who transfer to the Upper School in Grades 7 or 8 will be placed in the International Programme.

**IBDP EXAMINATIONS:** Final examinations are held in April/May of the second year of the IB Programme.

## **UPPER SCHOOL ACADEMIC MATTERS**

All ISF Upper School academic matters, such as assessment, homework, academic integrity and many other areas are governed by the US Assessment policy.

## **TIMETABLE**

You can find your student's weekly timetable from the ISF website under the RESOURCES drop down menu iSAMS Parent login. Please remember to check if it is Week 1 or Week 2 - this information can be found on the school [calendar](#) as well as in the Friday Flash.

## **MANAGEBAC**

ManageBac is the curriculum, planning and assessment tool in the Upper School. The system is accessible by teachers, and certain sections (such as the online gradebook and assessment calendar) are visible to students and parents. After a soft roll out, ISF will be fully implementing ManageBac from September 2022. Functionality will be increasing with time; however, the minimum requirements for all US teachers are:

1. All assessments (formative and summative) must be posted on ManageBac with a sufficient allocated completion time. This will ensure that an accurate and updated assessment calendar is in place for each grade level.
2. All summative assessments must be collected through ManageBac. In Grades 9-12, all summative assessments must be also checked by Turnitin which is embedded in Managebac
3. All grades must be recorded in ManageBac
4. Basic unit planning details (such as unit title, length, intended assessment criteria) are entered in ManageBac. This information will grow as ISF continues to build its entire curriculum (6-12) in ManageBac.
5. Trimester reports are generated and shared with parents through ManageBac three times a year.

Parents will be provided with login details and a tutorial at the beginning of the school year.

## CLASSROOM SUPPLIES

Students are expected to come to school with all necessary supplies, so that they can take part fully in all activities.

**Junior School** students should bring a backpack to school that can fit within a locker. The school will provide most of the supplies needed by students; however, due to the nature of our curriculum, teachers may request other specific school supplies at points throughout the year. Please contact your child's teacher if you have any questions.

### **Upper School students** Supplies List 2022-2023 Grades 6-10:

Each student must have the following equipment for every day of school:

- A refillable water bottle with the student's name clearly marked.
- A laptop computer with a charger. It must be able to access the Google Apps for Education. Laptops must be fully charged on arrival to school
- A pencil case that contains the following: black or blue pen, pencil, eraser, closed pencil sharpener, ruler, glue stick, small pair of scissors, highlighter, mathematical compass
- One 4-ring binder with dividers for the eight subject sections, lined paper, 5mm square paper for mathematics and A4 plastic sleeves for subject notes and handouts.
- The eight subject sections are:
  - English
  - Mathematics
  - Science
  - Social Studies (Grades 6-8) or History (Grades 9-10)
  - Italian
  - French or Spanish
  - Creativity and Innovation (Art or Music or Theatre)
  - PSHE
- For Italian Programme students in Grades 6-8 the eight subject sections are:
  - English
  - Matematica
  - Storia e Geografia
  - Science
  - Italiano
  - French or Spanish
  - Creativity and Innovation (Art or Music or Theatre)
  - PSHE
- A pocket translating dictionary for Italian Language
- For Grades 9-10 only: TI 84 Plus CE Graphic Display Calculator (school approved model for pre-I.B. and IBDP Mathematics and Science courses), which can be purchased online at Amazon.it, or in Florence at Buffetti or Lori.

Students will be given a student planner on the first day of school. They are expected to have this and all appropriate textbooks with them every day.

The school supplies students with specific textbooks on loan. School textbooks must be returned in good condition at the end of the school year. Lost or damaged textbooks will be billed to the student at the cost of replacing the book.

Most of the resources for learning are also provided using online platforms and software programmes and are as such accessible both on and off campus. Students will be trained in the use of appropriate device hardware and software.

Being prepared contributes to a calmer classroom experience and supports better learning.

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## **JUNIOR SCHOOL ATTENDANCE AND ABSENCES**

The International School of Florence provides a high quality, challenging school experience. The school is preparing students for the International Baccalaureate, the most rigorous pre-university certificate available internationally. We are preparing students in multiple languages to be able to impact and participate in an interconnected world. Students are expected to be at school every day to support success in our program.

Regular, on-time school attendance is a habit that parents can instill in their children from an early age. Sporadic attendance, or chronic late arrival, are also habits that parents can instill in their children. The school wants to help you teach your child the habit of daily school attendance. ISF's attendance procedures are designed to help reinforce those good habits. We believe that students who are regularly away from school, or who are persistently late, will not achieve expected progress. There is an expectation that all students are present every day the school is in session.

Each student's attendance data are a key part of their permanent record and one that other schools will evaluate in making enrollment decisions. Attendance is also recorded on all students' transcripts and reports.

### **JUNIOR SCHOOL ATTENDANCE**

School starts at 8.30 am. It is expected that all students arrive on time (8.00-8.25 am). Students who continually arrive late, seriously disrupt continuity and progress within the class and miss key daily instruction. Classroom teachers take an attendance roll as students arrive at 8:30 am. If students arrive after 8:30 am, they will be marked as late. They are to report to the school reception office and sign in before going to class.

### **JUNIOR SCHOOL ABSENCE GUIDELINES**

It is important that students attend school on a regular basis. Parents/guardians are strongly discouraged from taking their children away during school time. Please email [juniorschooloffice@isfitaly.org](mailto:juniorschooloffice@isfitaly.org) and your child's class teacher to inform the school if a student will be absent from school for reasons including but not limited to:

- illness or injury
- medical appointments
- religious observance

Special circumstances:

- A student who is unable to attend school will not be able to participate in extracurricular activities later in the same day.
- Students who have been absent for a full day or more, and have had their parent/guardian notify the school, may go directly to class upon returning to school.
  - If the parent/guardian has not notified the school, the student must have a note signed by the parent/guardian and check-in at the Junior School office prior to going to class.
- If a student is well enough to attend school, but would like to opt out of one aspects (e.g. - P.E. class), they would need a doctor's note.

## **ISF JS Absence Guidelines**

Excused Absences	Unexcused Absences
<ul style="list-style-type: none"> <li>● Medical appointments of any kind</li> <li>● Sick from school (limit of three days with a short period of time) doctor note needed &gt; 5 days</li> <li>● Wedding of family member</li> <li>● Funeral of family member</li> <li>● Religious observances</li> </ul>	<ul style="list-style-type: none"> <li>● Woke up late</li> <li>● Family member took too long to get ready</li> <li>● Students explanations without parent contact</li> <li>● No notice</li> <li>● Family Vacations</li> </ul>
Case-By-Case Decision	
These examples will be evaluated based on their context and the historic attendance record of the student and family.	
<ul style="list-style-type: none"> <li>● Bad weather</li> <li>● Car accidents, heavy traffic, etc.</li> <li>● Visiting Relatives</li> <li>● Non-Family Funeral</li> <li>● Health issues</li> </ul>	

\*Final decision lies with the principal and JS Leadership Team in regards to excused or unexcused absences after all procedures and policies have been followed through.

### **JUNIOR SCHOOL EXTENDED ABSENCES**

If a parent/guardian feels it is unavoidable to take their child out of school for an extended period (more than 3 days), this [Request Form for Extended Absences](#) should be submitted, at least 2 weeks in advance, to your child's teacher and the Junior School Principal. Assignments may or may not be prepared on a case-by-case situation in collaboration with the class teachers, but it is not possible to replicate or provide the same learning opportunities for students who are not in school, and as such a student's education will usually suffer due to extended absences.

In the event that a student is absent from school for 5 or more consecutive days (including weekends) due to an illness or injury, he/she is required to submit a doctor's certificate, and email it to the school nurse (details below). This certificate needs to include specific dates of prescribed absence and any recommendations for school accommodations.

### **JUNIOR SCHOOL - Arrival and Dismissal**

#### **ARRIVAL**

##### **EARLY YEARS 1 - GRADE 5**

Campus is open from 8:00 for arriving students. Classes start at 8:30, any students arriving after his time will be marked as late.

Parents will enter school from Ponte a Ema at the lower gate (reception side) and drop off Grade 1 to G5 children directly at the Lower gate and then proceed to the exit without parking. Please have your children ready, with their backpacks, to efficiently exit their vehicles. Children will enter school at the front gate and proceed to the Italian Garden (or Cortile in case of rain).

EY1, EY2 and Foundation families as well as buses should park in the car park in the indicated zone and walk students behind the Aula Magna to the play area outside the Early Years classroom (or Aula Magna in case of rain).

Exiting school families must turn right towards Bagno a Ripoli.

### **DISMISSAL**

Bus students report directly to the Aula Magna door at 3.20pm where they are met by their bus driver. There is also a member of staff on bus duty to ensure the safe dismissal of these children. Early Years bus children are escorted to the bus by a teacher.

In the afternoon, please enter school from Ponte a Ema via the Lower Gate (the same as in the morning).

Gates will open at 3.25, if you arrive early, please wait at Piazza Bacci.

We will continue to dismiss students from the carpark area:



When you arrive at the carpark, please park where indicated by staff and wait at your designated pick up area, if you have children in different sections please pick up the youngest students first.

Please exit the campus with your children as quickly as possible to allow for others to park as we have limited space in the carpark.

Our Lower Playground will be available for families to use (under parental supervision) on days when Extracurricular Activities (ECAs) are running until 4.45pm.

### **DISMISSAL IN THE AFTERNOON:**

3.20-3.30 Dismissal Bus Students

3.30 Dismissal for all other students (No ECAs)

4.30 Dismissal for students attending ECAs

4:45 Campus will be cleared

## **TUESDAYS WILL BE 45 MINS EARLIER:**

2.35- 2.45 Dismissal Bus Students

2.45 Dismissal All other students- There are no ECAs on a Tuesday

If for any reason a child is not going home by their normal pattern, the teacher and receptionist must be informed via [Junior School Office ISF](#) .

Exiting school families must turn right towards Bagno a Ripoli

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## ***UPPER SCHOOL ATTENDANCE AND ABSENCES***

All attendance and absences matters are governed by the Attendance policy - the summary can be found below.

### ***UPPER SCHOOL ATTENDANCE***

ISF requires regular school attendance for all students, as absences for family excursions and extended holidays do not support the mission of the school. Each lost school day potentially puts a child in a position of academic disadvantage. Students who do not participate fully in the curriculum and activities designed by the school do not gain the intended educational benefits of the programme. The curriculum has been established to meet the needs of our international school population and emphasizes interactive, hands-on experiences. Group activities and class assignments are such that they cannot always be replicated at a later date. Regular daily attendance, therefore, is necessary and expected of all students.

With all types of absence, the Upper School students and their parents understand that it is the student's responsibility to discuss with their teacher how they can make up for missed class work and assignments.

The school's policy for promoting a student into the next grade or for graduating from Grade 12 requires a minimum of 90% attendance during the school year. Special circumstances will be considered on a case-by-case basis and decisions will always be made in the best interests of the student, considering both academic and social-emotional impact.

Considering the importance of regular attendance, the school will make the final decisions regarding potential student absences.

Absence:

In case of a student's absence, parents/guardians must notify the school by emailing [upperschooloffice@isfitaly.org](mailto:upperschooloffice@isfitaly.org) or calling the Upper School office (055-2001515) before 8.15am. In case of medical appointments, parents/guardians must notify the school in advance.

Types of absences:

1. Excused
  - a. As a result of ill health
    - i. Acceptable evidence: Parent communication
    - ii. Acceptable evidence for extended conditions (three or more consecutive days): Medical

certificate

- b. Medical appointments
    - i. Acceptable evidence: Parent communication
    - ii. Acceptable evidence for extended conditions: Medical certificate
  - c. Special leave (this covers a wide range of events, from college visits to sporting events to personal/family circumstances). Special leave can only be granted in exceptional circumstances and evidence (for example, a letter, official document, invitation) may be requested. While granting special leave in the Upper School, a consideration will be given to satisfactory academic performance of the student. You can download [the form here](#).
    - i. Pre-approval required by Principal
2. Unexcused
- a. The school has not been informed by the parents
  - b. The absence does not fall into the excused absence category

In the event of repeated short-term absences due to health related issues, the school reserves the right to request a medical certificate from an authorized medical practitioner.

Absences are monitored and parents will receive notifications in case their child is falling below the minimum attendance outlined in the policy (which is calculated on days present in school).

### **UPPER SCHOOL DROP-OFF AND PICK-UP**

As a city campus, the school does not have its own designated drop off area; as such, students can be dropped off on the nearby streets observing traffic safety rules. A member of staff or a guard is present from 7:30 am until 8:30 am to accompany students across Viale Michelangiolo and again at dismissal from 3:00 pm until 3:45 pm. For the safety of your children, **no vehicles, including taxis, may enter school grounds between 7:30 am and 8:30 am and between 2:30 pm to 3:30 pm**. In the case of medical reasons, an authorization to enter the campus must be requested through the school receptionist. For security reasons, the front gate will remain closed during the day. The school's guard is on duty from 7:15 am until 3:45 pm each day. Students with private cars have to find available parking as it is not possible to park their vehicles in school.

For added clarity: **parents are not allowed to drive onto the US campus to drop off/pick up their child/ren unless the child has a mobility-related health condition.**

### **Morning supervision and start of the school day:**

No students are allowed on campus before 7.45am. From 7:45 to 8:10am, the school provides morning supervision for students who arrive early due to travel distance. The school day starts at 8.15 when registration is taken by the Homeroom teacher. Any unexcused arrival after 8:15 will be marked as tardy and will be published on the official report card.

### **LEAVING UPPER SCHOOL CAMPUS**

Only Grade 12 students who do not have a timetabled lesson after 1pm may leave the school campus with parental permission submitted to [upperschooloffice@isfitaly.org](mailto:upperschooloffice@isfitaly.org) in writing AND once the request has been reviewed and

authorized by the DP Coordinator. Early leave approval is subject to satisfactory academic performance, including work being submitted on time, and can be revoked at any time.

In such cases the students are required to go to the receptionist and use the sign-in/sign-out sheet.

In any other case, a student who has to leave school (for example for a doctor's visit) must obtain an authorized exit (red) slip from the reception desk. The student must then use the sign-out form at the receptionist's desk and give the exit form to the school security guard upon leaving the campus.

Parents wishing to have their child(ren) released during the school day must notify the school in advance if possible. If a student has to leave school due to illness the parents will be contacted by telephone and asked to come to the school. Students must sign out whenever they leave school during school hours.

### **CONTACT INFORMATION**

Parents must register any change of contact information directly into the [Open Apply Portal](#). We rely on this updated information for accurate emergency contact.

## ***DAILY PROCEDURES [BOTH CAMPUSES]***

**COVID-19 PROTOCOLS** can be found on the ISF website.

### **EMERGENCY PROCEDURES**

Schools work to prepare students to be able to respond in a variety of different emergency scenarios (fire, earthquake, and lockdown). We teach procedures and then practice them with students so that they know how to respond in emergency situations.

### **EMERGENCY SCHOOL CLOSURES**

In case of emergency school closure, an emergency sms (message system) is in place. You will be notified of pertinent information by text or WhatsApp message.

### **CAMPUS SECURITY**

Our campuses are “closed campuses.” The school gates open each morning to allow student entry beginning at 7:45 (US)/8:00 (JS). Once class begins, gates are closed to ensure access only to authorized entities.

### **VISITORS**

All visitors to the school must sign in at the gate with the security guard and provide proof of their ID. For times when the guard is not on duty at the gate, access is through communication with Reception via the gate intercom. Visitors must then sign-in at Reception and display a visitor badge. The school cannot allow student visitors in the classrooms as this can lead to disruption to lessons and may also interrupt the class learning process, thus student visitors are welcome at lunchtime only by prior arrangement. We apply our child protection policy and visitors must have a security clearance before they can interact with students.

In case of the return of COVID-19 restrictions, the school will implement relevant procedures which may include all appointments being approved by the respective campus Principal and the COVID-19 representative, Referente COVID-19 d’Istituto.

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## ***JUNIOR SCHOOL COMMUNICATION***

### **PARENT INFORMATION OPPORTUNITIES: BACK TO SCHOOL NIGHT**

Parents of students from Grade 1 to Grade 5 are warmly invited to our school for Back to School Night scheduled for the first weeks of school. The main goal of this evening is to meet your child’s teacher and to learn about the Junior School and its curriculum. Parents will attend a general session to learn about new emphases in the school. They will also have an opportunity to attend sessions with classroom and specialist teachers to learn more about your child’s educational program. Highlights of the curriculum, class schedule, procedures, parent communication, materials, special events of the year and other pertinent information will be shared. More information about Back to School Night will be provided in the summer email to parents in August.

### **PUBLICATIONS**

A Friday Flash is sent out weekly and the ISF Newsletter is sent out three times per year.

### **TODDLE**

Our Platform for communicating student progress and digital portfolios is called Toddle. At the beginning of each school year, parents will receive a code to access Toddle either via the Toddle App called Toddle Family or the web, where you will be able to view your child’s digital portfolio and track their individual learning journey. This platform

is also where you will see your child's progress reports as well as other important curricular updates from teachers. There is also a dedicated student app called Toddle Student for use in remote-learning situations.

### **STUDENT PROGRESS REPORTING**

All students receive comprehensive written reports, as well as progress updates. As well as utilizing this reporting method, portfolios are integral to sharing student growth. Units of Inquiry are reported on through a variety of means, including rubrics, presentations, Toddle and portfolios. Regular family letters, updates on learning through digital platforms and feedback in relation to units of inquiry are also shared regularly.

### **SETTLING-IN UPDATE**

For students who are new to the school, a settling-in report or update on their transition will be provided to families. This report will be focused on the Approaches to Learning skills (ATL skills) and their wellbeing. This may come in the form of a letter or informal conference between the parents and the class teacher.

### **PARENT, TEACHER & PARENT, TEACHER, STUDENT CONFERENCES**

Conference days are scheduled twice a year, in October and February as noted on the school calendar on the website. In Grades 2-5, these conferences also include the student. Parent sign-up takes place online a few days before the conferences. These conferences are designed to communicate student progress. This is an opportunity to ask questions and track progress towards individual student goals. Additionally, teachers can be scheduled for appointments outside of instruction time at any point through the year by contacting the Receptionist ([g.bottom@isfitaly.org](mailto:g.bottom@isfitaly.org)) or the teacher, directly.

### **STUDENT-LED CONFERENCES**

Student-Led Conferences are scheduled each May and are considered an essential part of the Junior School's reporting system to parents. SLC Day is school wide, Early Years through fifth grade opportunity for showing children's growth and development in all subject areas. Parents are invited to participate in a conference led by their own child. They are responsible for sharing their portfolios as well as other examples of learning that takes place in the classroom and in their specialist lessons. Student-led conferences are to celebrate a child's learning, show growth over time, and provide parents with a better understanding of their child's learning process. As students create portfolios and participate in student-led conferences, they learn to organize and self-evaluate their work on an on-going basis.

### **PROACTIVE COMMUNICATION WITH THE SCHOOL**

We strongly encourage parents to proactively communicate any concerns or questions directly to the school in order to receive correct and up-to-date information.

In most cases, teachers will be the first point of contact and are available for appointments via email or through the receptionist, who will subsequently inform the family of the date and times of arranged appointments.

Please allow 24 hours for teachers to respond as their main focus is teaching and learning.

### **CONCERNS/CONFLICT RESOLUTION**

Conflict is a normal part of life in a large organization. Please follow these procedures for working to resolve conflicts or problems

The concern should initially be discussed in a face-to-face discussion with the teacher or the person most closely involved with the issue, as this usually resolves most questions.

If there are concerns that have not been satisfactorily resolved after discussion with the teacher, an appointment can be made with the Junior School Principal (or with the relevant Vice Principal of Wellbeing or Vice Principal of Learning) or by emailing [juniorschooloffice@isfitaly.org](mailto:juniorschooloffice@isfitaly.org).

If the problem still remains unresolved, the parents should then ask for an appointment with the Principal.

It is important for parents to discuss concerns, of any nature, with your child's teacher first, prior to requesting a meeting with other staff members.

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## **UPPER SCHOOL COMMUNICATION**

The main source of general communication is the school website, [www.isfitaly.org](http://www.isfitaly.org). You can also find updates on our social media channels ([Facebook](#) and [Instagram](#)).

**US Parents are requested to check the [live events calendar](#) frequently to stay informed of upcoming events and any changes.**

### **PUBLICATIONS**

A Friday Flash is sent out weekly and the ISF Newsletter is sent out three times per year.

### **CONFERENCE DAYS**

Parent/teacher/student conference days are scheduled twice a year as noted on the school calendar on the website. Conferences are completely online using and parent sign-up takes place a few days before the conferences.

### **REPORTS**

Students in Grades 6-11 receive three Report Cards during the school year. These are posted electronically on a school portal after the end of each trimester. The reports are detailed commentaries for each subject with a grade for that subject based on the 1-7 IB system.

Students in Grade 12 have two Report Cards during the year, a Trimester 1 Report and a combined trimester 2&3 as they have study leave for IBDP exams towards the end of April.

### **PROACTIVE COMMUNICATION WITH THE SCHOOL**

We strongly encourage parents to proactively communicate any concerns or questions directly to the school in order to receive correct and up-to-date information.

If a student has a problem in one of their classes at school, this should initially be discussed in a telephone or face-to-face discussion with the teacher, as this usually resolves most questions. Students in Grades 6-12 have a Homeroom teacher who will be able to liaise with their students, parents and teachers to resolve most issues.

Please allow 24 hours for teachers to respond as their main focus is teaching and learning.

For the escalation process, see below.

### **ESCALATION/CONCERNS/CONFLICT RESOLUTION**

Conflict is a normal part of life in a large organization. Please follow these procedures for working to resolve conflicts or problems:

- All concerns should initially be discussed in a face-to-face discussion with the teacher or the person most closely involved with the issue, as this usually resolves most questions.
- If this is not the case, then the next step, depending on the nature of the problem, should be to make an appointment with either the Vice Principal for Student Support or the Vice Principal for Learning.
- If the problem still remains unresolved, the parents should then make an appointment with the Principal.

It is important for parents to discuss concerns, of any nature, with your child's teacher first, prior to requesting a meeting with the Principal.

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## **TECHNOLOGY: CURRICULUM, POLICIES, AND PROCEDURES**

### **INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)**

Technology resources at ISF are provided for the purpose of supporting the educational vision of the School. Use of these technologies is a privilege that carries responsibility and behavioral expectations consistent with all school rules and policies, including but not limited to those stated in the ISF Student/Parent Handbook.

It is understood that members of the ISF community will use all types of computing devices and the School's network in a responsible, ethical, and legal manner at all times.

### **ICT ACCESS AND USE POLICY**

Students at ISF have access to a wide variety of technology. It is expected that they use this technology only for educational purposes. All students are provided with their own account on the school network.

The goal in providing this service is to promote educational excellence in the school by facilitating resource sharing, innovation and communication. With access to computer devices and people all over the world also comes the availability of materials that may not be considered of educational value and it is for this reason that strict guidelines must be adhered to when using the school's computers and network.

Use of the Internet and the school's devices is a privilege not a right and abuse of the privilege will lead to its cancellation. The Head of School will deem what is appropriate use and her decision is final. The administration, faculty and staff may request that a user's access be denied or suspended in the event of improper use.

### **ICT: STUDENT EXPECTATIONS**

- Students must keep the password to their network account private and must not log on to another student's account under any circumstances.
- Students are provided with an email account which must be used for schoolwork.
- Printing facilities are only available with Teacher consent. Students are expected to carry out all homework printing at home.
- Students may be asked to access educational websites at home. It is expected that home computers will have up-to-date internet browsers.
- Students must not transmit any messages that are defamatory, threatening or abusive or any message that could be construed as such.
- Students must not send mass emails, annoying or unwanted messages to others.
- Students must not forge the identity or impersonate another person in an online environment.
- Students must not access chat sites, instant messaging, social network sites or personal blogs using the school network, unless instructed to do so by the class teacher.
- Students are expected to respect copyright and intellectual property rights.
- Students are only allowed to use software that is pre-installed on school computers and school devices. They may not install any software onto school computers or devices.
- Students may use USB pen drives to transfer files between home and school, however, it is expected that the home computer has up- to-date virus protection. The school is not responsible for any loss of data or damage to computer equipment caused by viruses.
- Students must not destroy, modify or abuse hardware or software in any way. Unauthorized access or hacking into the network or any school information systems is prohibited. Students must not use the network in any way that may potentially result in degradation, compromise operational efficiency, security or the fair use of the resources for all users of the system.
- Students must not consume food and drink while using computer equipment, including iPads.

- Students must not carry out any illegal activities using school IT resources. Examples include: making copies of, distribution or sharing of any copyrighted materials or intellectual property without prior permission of the copyright holder.
- Students should notify a teacher if they see any information or communication which is profane, obscene, pornographic, harassing or discriminatory.

### **ICT: RESPONSIBLE USE AGREEMENT (RUA)**

We believe that the education technology environment provides a vast, diverse and unique resource for students. With access to these technology resources comes access to the internet. The following guidelines have been developed to ensure that ISF students use technology resources safely, legally, kindly and respectfully, and to ensure they develop a positive participatory presence on the internet.

However, the use of the internet and the school's devices is a privilege, not a right, and abuse of this privilege will lead to consequences and possibly a cancellation of the right. The divisional Principal (in consultation with the Head of School) will deem what is an appropriate use and his/her decision is final.

**iParticipate:** Safely, legally, kindly, and respectfully.

#### Respectfully

- I understand that when using technology and the internet the language I use, be it positive or negative, will impact others. I will:
  - Think before posting online
  - Create a positive digital footprint
  - Communicate appropriately
  - I honor the work and ideas of others. I will:
    - Strive to create my own original material
    - Respect the creative work of others
    - Credit the ideas, creations and materials of others

#### Safely and Responsibly

- I understand how to make appropriate choices when using technology and the internet. I will:
  - Maintain the physical condition of my device to keep it in working order, and I will keep my school device free of any stickers or other permanent markings. If using a personal device, I will keep it free of any inappropriate or culturally insensitive stickers and markings.
  - Balance my time using technology and the internet with real world activities
  - Not touch someone else's laptop
  - I protect myself, my online identity and the identity of others. I will:
    - Always guard my online identity
    - Only access my own accounts
    - Establish a secure password and keep it private from my peers
    - Allow access to my ISF device to my parents, and ISF faculty when requested
    - Notify an adult if I am concerned about my online privacy.

### **ICT: PERSONAL TECHNOLOGY**

Devices (including personal smartphones) are not to be used for entertainment purposes while at school; all technology is intended for educational use only. Other than the students' BYOD devices, there is no need to bring

any other personal technology into school. Personal technology must not be used during the school day and if it is brought to school, it is at the own risk of students.

### **MESSAGES AND PHONE CALLS**

Parents should only leave messages for students for urgent cases. The receptionist will try to locate a student to pass on a personal message but cannot guarantee its timely delivery.

### **MOBILE PHONES & STUDENT DEVICE POLICY**

Upper School: **Student mobile phones are not to be used during the school day (08:15 - 15:00) without express permission from the teacher, duty supervisor or member of the Education Leadership Team.**

Using the mobile phone is also not allowed to contact parents without express permission from the teacher or member of the Education Leadership Team. Staff hearing or seeing a mobile phone in use during class hours will confiscate it and turn it into the Reception where it can be collected by the student after school. In repeated offenses (three or more in one semester), the phone will have to be retrieved by the parents.

If a mobile phone is at school, it should be in silent mode and not visible.

Should parents need to contact their child, they must go through the Reception..

Students bringing a phone to school do so at their own risk: ISF will not investigate loss or damage of student mobile phones nor will it take responsibility for replacing these item(s) if lost or stolen.

High School only: Mobile phones may be used by High School students during mid-morning break and at lunchtime although students are encouraged to use these times for physical activity and socializing.

### **BRING YOUR OWN DEVICE (BYOD) - UPPER SCHOOL ONLY**

ISF is launching a Bring Your Own Device (BYOD) in 2022-2023 starting with Grade 6 and rolling out to Grades 7&8 in subsequent years. In 2022-2023, students in Grades 7-8 can continue to use their school assigned laptop which must be returned at the end of each school year. Students in Grades 9-12 are invited to bring their own laptop or tablet, provided it supports the Chrome browser.

The student BYOD device must be a laptop. There are no further requirements (in terms of brand or operating system) but ISF has partnered with an external provider who offers all ISF families Apple products at discounted prices. The school-specific portal can be found [here](#).

IMPORTANT: ISF strongly recommends that families purchase their own insurance for their child's device. Any damage will be investigated by the school and the results of the investigation will be shared with the involved families. Any settlement however must be arranged directly between the families.

Please contact our IT Office should you require further advice on this.

### **SCHOOL-ISSUED DEVICES - JUNIOR AND UPPER SCHOOLS**

Students receiving a device from the school are issued a device with predetermined applications installed. The International School of Florence retains sole right of possession of the device and related equipment and has the right to collect and/or inspect the device at any time.

It is the student's responsibility to take care of the device and not alter it in any way. If a device is lost or damaged, it must be reported to the IT Officer immediately.

Students will be held responsible for neglectful or intentional damage to their device including, but not limited to: broken screens, cracked plastic pieces, in-operability, etc. Should the cost to repair exceed the cost of purchasing a

new device, the student will be asked to pay at full replacement value. Lost items such as cases and cables will be charged the actual replacement cost to the family.

All insurance claims in the case of damage or theft of school devices will be handled by ISF, working directly with the insurance agency. In the event of theft, parents must report the loss to their local police department (Carabinieri or Polizia di stato). A copy of the report must be presented to the school before a device can be repaired or replaced. Failure to report a theft and produce a police report in a timely manner may result in the claim being dismissed and parents being liable for the cost of repair or replacement.

### **SOCIAL MEDIA**

Private social media contact (Facebook, Instagram, Snapchat, etc.) between any employee of ISF and any student is not permitted. This includes WhatsApp chat groups. If an employee wishes to set up a contact with a group for curricular or organizational purposes, this must first be cleared with the Head of School, and the parents of students informed.

ISF will make every effort to equip students with positive digital decision making skills; however, ultimately parents and guardians of minors are responsible for setting and conveying the standards that their student should follow when using media and information sources. ISF cannot be responsible for student exposure to inappropriate materials due to their own poor digital decision making skills nor will it investigate inappropriate posts on private social media unless these posts directly bring the school into disrepute.

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## **STUDENT WELLBEING**

### **ALCOHOL AND DRUG ABUSE**

ISF has a strict policy regarding the use and abuse of substances on the school campus and at school events. The unlawful use, possession, buying or selling, giving or trafficking in alcoholic beverages, narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or any other dangerous drug by any student of the school on its campus, in its immediate environs, or during school sponsored activities is prohibited.

SMOKING: Any student caught smoking or vaping , or in possession of smoking or vaping materials, or in the company of students who are smoking or vaping, on the school campus, will face consequences.

Both ISF campuses are strictly non-smoking/non-vaping campuses. There is no smoking or vaping allowed at any time on premises and the visible vicinity of the campus.

Through our Wellbeing and Life Skills@ISF curriculum, all students participate in numerous activities and class discussions to encourage them to make positive and healthy choices.

### **ASSEMBLIES**

Assemblies are held on Zoom or in the Aula Magna on a regular basis (JS: usually on Tuesday at 14:00; US: scheduled throughout the year). They provide opportunities for student learning and achievements to be shared and celebrated. It is also a forum for issues of whole school interest to be discussed and a platform for guest presenters. Parents may be formally invited to assemblies when there is a special presentation.

### **ANTI-RACISM STATEMENT**

Please follow this link for the [Anti-racism Statement](#).

## **BEHAVIOR**

At ISF, the approach taken towards behavior management is based on the concept and research into positive discipline and restorative justice which align with the mission and vision of the school, and is further supported by clear disciplinary consequences for any escalated, repeated or serious incidents.

The approach is based on the following concepts:

**COLLECTIVE RESPONSIBILITIES:** It is recognised that respectful behavior is the collective responsibility of all three stakeholder groups; students, staff and parents. Living the Learner Profile is at the heart of this responsibility. All are expected to be ambassadors for the school both inside and outside the school.

**STUDENTS:** Students have the responsibility to respect the rights and dignity of others and to become actively and productively involved in learning. Students are expected to behave in a way that is safe and respectful for everyone.

**STAFF:** Staff members are responsible for establishing a positive school climate, which encourages and supports students in developing self-regulation techniques and in growing as caring and compassionate global citizens. Staff members are expected to use the tools and strategies around them as well as those learnt from professional development sessions. Staff members are to model the PYP learner profile. It is the responsibility of staff to ensure learning experiences are meaningful and differentiated to student's needs.

**PARENTS:** Parents have a responsibility to ensure that their children are ready to learn and to help them make strong academic, social and emotional growth. Parents are expected to model respectful and responsible behaviors. Positive Discipline builds character by supporting intrinsic motivation; the internal model of controlling one's own behavior. Character is sometimes defined as doing what is right because it is the right thing to do, what one does when no one is watching. Students, parents and teachers work collaboratively to develop communities which align with the school's core values without the use of incentives or rewards.

All incidents formally reported to the school will be investigated in order to ensure act in the best interest and fairness to all students. Investigation findings will be shared with all relevant parties within the confidentiality boundaries of one's own family - ISF does not disclose information about a student to a third party (which includes other ISF parents). Incidents shared with the school informally or without disclosing names of students will be followed up on an informal level unless they are part of ongoing confidential counseling process. There will be no formal closure to informal reported cases. Both formal and informal interventions will be documented on the school internal system (CPOMS).

ISF has a Behavior Policy in place which informs all behavior-related decisions.

## **CONDUCT**

We expect our students to behave in a considerate way at all times both in and out of the classroom. This is conducive to a stimulating and productive learning environment. Those students who do not behave in such a manner are subject to disciplinary consequences. We expect all members of our community to comply with our

### **Essential Agreements:**

1. We care about our own learning and will attend all classes on time bringing with us the proper materials needed to work in the lesson.
2. We care about the learning of ourselves and others and will show respect for all people and property at ISF, contributing to a purposeful learning environment in every class.
3. We understand that the use of technological devices on school grounds is intended to enhance our learning; we will not use devices to distract or harm ourselves or others.

4. We care about promoting a safe and supportive environment in which everyone can flourish and we will be aware of how we relate to each other and communicate our ideas, thoughts and feelings inside and outside of the classroom.

5. We will be responsible for keeping the outside areas tidy and will recycle all materials, respecting the world and our environment.

If students do not follow these agreements then they will face consequences that are designed to repair the damage done, whether emotional or physical, and which will lead to appropriate behavior in the future.

### **BULLYING & REPORTING PROCEDURE**

ISF is committed to making our school a safe and caring place for all students. We recognize that learning will thrive in a school climate that exhibits affirmative, positive and caring expectations along with effective and timely intervention. ISF has the clear expectation that all community members will be respectful and supportive of each other. We will treat each other with empathy and kindness, and we refuse to tolerate bullying of any kind at our school.

Bullying is when a person is exposed repeatedly, or over time, to negative actions on the part of one or more people with intent to harm and there is a power imbalance. It is a form of harassment and results in pain and distress to the victim.

ISF encourages students (or any community members) who become aware of an act of bullying to report the incident(s) immediately to a teacher or the Principal for further investigation. Reports of bullying are taken seriously and will be investigated. If a student is found to be responsible for bullying behavior, the consequences shall depend on the severity of the incident. Retaliation, after someone has reported a bullying incident, will be immediately referred to the Principal. Recent Italian law provides protection against bullying by making bullying a reportable offense.

Please click here for the [Anti-Bullying Policy and Guidelines](#).

### **CHILD SAFEGUARDING**

All members of the ISF community have a responsibility to help keep children and young people safe. To ensure this all staff at The International School of Florence are required to complete Level 2 Child Protection Training. A refresher of this training is provided for all staff.

ISF has a Child Protection Policy which ensures that prompt and adequate assistance is provided to a child in need of special care and protection. It also defines procedures for staff members and establishes clear reporting guidelines and mechanisms.

If you have concerns relating to the safety of a child relating to physical, emotional, sexual abuse or neglect, please first contact the Child Protection Officers at each respective school:

Parent-student handbook 2022/2023. Version: September 2022



**1** We care about our own learning and will attend all classes on time bringing with us the proper materials needed to work in the lesson.

**2** We care about the learning of ourselves and others and will show respect for all people and property at ISF, contributing to a purposeful learning environment in every class.

**3** We understand that the use of technological devices on school grounds is intended to enhance our learning; we will not use devices to distract or harm ourselves or others.

**4** We care about promoting a safe and supportive environment in which everyone can flourish. We are aware of how we relate to each other and communicate our ideas, thoughts and feelings inside and outside of the classroom.

**5** We are responsible for keeping the school campus areas tidy and will recycle all materials, respecting the world and our environment.



Inka Szablinski [i.szablinski@isfitaly.org](mailto:i.szablinski@isfitaly.org) (Upper)

John David Male [j.male@isfitaly.org](mailto:j.male@isfitaly.org) (Junior)

If you are unable to reach the Officers, please contact the Head of School:

Sharyn Baddeley [s.baddeley@isfitaly.org](mailto:s.baddeley@isfitaly.org)

### **EQUALITY, DIVERSITY & INCLUSION**

At ISF we aim to treat everyone fairly; celebrating and meeting different needs so that all members of our school community are free to live, learn and achieve their potential. Equality and Diversity encompasses a range of inter-related policies and guidelines including equal opportunities, behavior and discipline, anti-racism and the anti-bullying approaches the school adopts.

We aim to:

Maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, cooperation and tolerance.

Help the students understand the world in which they live, have mutual respect for the values of others and work together as a team.

To ensure that everyone, whatever their needs and capabilities, is included and catered for.

To value each individual and recognize and respond to the needs of all children.

Everyone at ISF is committed to making our school a safe and caring place for all students. We recognize that learning and teaching will thrive in a school climate that exhibits affirmative, positive and caring discipline through effective and timely intervention. ISF has the clear expectation that students and staff will be respectful and supportive of each other. We will treat each other with empathy and kindness, and we refuse to tolerate bullying of any kind at our school.

### **EXAMS AND EARLY DEPARTURES/WITHDRAWALS OF STUDENTS**

Final examinations are given to High School students in grades 9 – 11 towards the end of the school year for all academic classes. Students in Grade 11 will sit these in IB exam conditions the week after the IBDP exams have finished. This is usually the last week in May. The week preceding exam week for Grades 9-11 is assessment free, so no major assignments or assessments will take place so students can prepare for these exams.

Students in Grade 12 will sit mid-year exams in IBDP subjects (Mock Exams) early in the calendar year, usually in January. These exams will be held in IB exam conditions. Final Diploma examinations are held during May each year. Students in Grade 12 finish their taught programme earlier (typically in April) so they can prepare independently for exams.

Students will not be exempted from examinations except in extenuating circumstances and with the approval of the Head of School.

### **EXTRACURRICULAR ACTIVITIES (ECA) AT THE JUNIOR SCHOOL**

In support of healthy child development, ISF offers a range of after school activities that families can register their children in. All activities will be adaptable for children of all ages. There will be 10 activities each term. From term to term these activities may change, depending on the season. At the beginning of each term, a letter is sent to parents with the rotation of activities offered, and a brief description of each activity. Children will then rotate on a weekly basis through the activities, spending three days at each one. Admission into the ECA program is guaranteed should a child wish to join. Also, families will be given the flexibility to attend one, two or all three days during the week.

ECAs will run on a three term basis. Term one runs from October to December, term two runs from January to March, and term three runs from April to June. Activities will take place only on Monday, Wednesday and Thursday and will start at 3:30pm and end at 4:15pm. Pick up will be from 4:15pm - 4:30pm.

Parents who do not pick up their children by 4:30pm, will be subject to a warning. For repeat offenses the child will be subject to withdrawal from the activities for the remainder of the term or year.

### **EXTRACURRICULAR ACTIVITIES (ECA) AT THE UPPER SCHOOL**

ISF supports the growth of students both in and outside the classroom and promotes a varied extracurricular activity programme. Teachers propose activities in the spirit of using their specific interests and skills, and enhancing our students' learning experience beyond the classroom.

ECA Coordinators oversee the scheduling, enrollment, communication and other logistics of the programme at each campus.

An ECA will take place with a student group of 5 or more regularly attending students, and no more than 20 students. For safety and supervision reasons students must stay in their supervised activity area and must leave the school premises immediately after the completion of the activity, and in any case by 4:15.

ISF faculty are the preferred ECA adults, as they have the training and expertise to work with children in group settings. Adults who are not ISF teachers may occasionally be approved to run an ECA. These adults will be recruited according to ISF's child protection and safe-guarding procedures, will be made aware of ISF's safety and emergency procedures and will have appropriate certification or experience to run the proposed activity. Non-teaching staff are not normally eligible to offer an ECA. Priority will be given to ISF teachers, at the discretion of the HoS.

### **HEALTH**

We have a part time medical nurse on campus, and several members of staff are qualified to give first aid. First aid supplies are available for the treatment of minor injuries. A small infirmary is located near to Reception.

Parents must be aware that the school does not administer medication of any kind to students. If students suffer from headaches or allergies, they must be given appropriate medication by their parents only. Should a student require emergency care in a hospital, an ambulance will be called and parents immediately notified. In a non-urgent situation, parents will be notified and the child kept in the infirmary until parent arrival.

In case of any student medical problems, parents will be notified at home or at work. Parents are required to inform the school of any medical condition. It is imperative that parents keep their contact information current via the parent on-line iSams portal with their home address, email address, home, work or mobile telephone number.

In the event that immediate medical treatment is required, students will be taken to the emergency room at the Ospedale di Ponte a Niccheri in Antella (comune di Bagno a Ripoli).

An AED device is located in the cortile of the school for community use.

**ALLERGIES:** Some students may suffer from allergies which can cause serious reactions and in some cases be life-threatening. If a student has an allergy that will affect their life at school, parents must provide a medical certificate with a treatment protocol so that the school can plan for a safe learning environment and thoughtful intervention.

Children are not permitted to share their snack or lunch to minimize the risk of allergic reactions. We encourage children to be both informed and responsible about the issue of food allergies.

**HEAD LICE:** As head lice remains a problem in schools, we insist that parents support our efforts to halt the spread of lice should they appear at the school. A child with head lice must be kept at home following treatment and until parents can give an assurance that there is no evidence of lice or nits (eggs).

If a child is found with head lice at school, parents will be notified to collect their child. This practice is in place to mitigate the risk of spread. The school nurse will conduct a class

**MEDICATION:** Staff are not permitted to administer medication at ISF except for the School Nurse. If a prescribed medication needs to be administered during school hours, parents must meet with the Nurse to define the protocol, according to the student's medical needs.

In case of COVID-19 measures: Please visit the school website for the most current information regarding hygiene, health, and safety regarding COVID-19.

### ***LIBRARY AT THE UPPER SCHOOL***

The Onan Family Foundation Library provides access to print and non-print media for all members of the ISF community. The collections include some 11,500 books, 10 periodical subscriptions, and a large collection of DVDs for classroom use. The range of non-fiction books supports the school curriculum as well as wider areas of interest and reference. The fiction section contains literary classics as well as current popular reading selections for pre-teens to adults.

The library is open from 8:00 until 16:00 Monday through Friday. Individual students may use the library for quiet study or reading whenever they have a study period, or during mid-morning break, lunch recess and after school.

The library catalogue can be accessed in the library. Digital resources and research are available through access to several online subscriptions and databases, which are also available remotely. Wi-Fi access provides study spaces and reading areas on the balcony level. ISF IT policy (above) applies in the library. There is provision for printing (only for High School students and only through their Google accounts) and help with research or locating materials is always at hand.

The librarian collaborates with other faculty to bring classes into the library throughout the year to encourage use of a wide range of learning resources and services.

Lost or damaged books must be paid for or replaced by the student. Students who have overdue library books or outstanding debts at the end of any trimester will not receive their grade report or other official records (transcript, IBDP results etc.) until the situation is resolved.

### ***LOCKERS AT THE UPPER SCHOOL***

Lockers are located in the corridors. Lockers must not be exchanged or shared, and they must be kept free from indelible stickers or markings.

The school cannot accept responsibility for the loss of valuable items.

### ***LOST AND FOUND***

The Lost and Found area at the **Junior School** is located in the cupboard inside the Aula Magna. Any items which are found should be placed there. Parents are requested to look through the Lost and Found when they notice an item of clothing is missing. Items left unclaimed for more than one month are donated to the PA for resale or to a charitable organization. Please ensure that all of your child's clothing is labeled. The school assumes no responsibility for the loss or theft of students' personal effects.

The Lost and Found area at the **Upper School** is located in the corridor adjacent to Reception. Any items that are found should be turned in to Reception. Items left unclaimed are donated at the end of the year to a charitable organization.

### **LUNCH AND SNACK AT THE JUNIOR SCHOOL**

Children are encouraged to bring a healthy snack such as fruit, vegetables, yogurt, cheese, juice (no potato chips, sweets) and a healthy lunch. Students are encouraged to use the hot lunch provided by the food company (SIAF Cafe), however, students with specific dietary needs are allowed to bring their own lunch. Information on the lunch program can be obtained from the Junior School Lunch Coordinator. EY1 and EY2 children eat lunch in their own lunchroom.

Information about how to access the lunch service is communicated to parents at the start of each school year.

### **LUNCH AND SNACK AT THE UPPER SCHOOL**

The café is available for students during the mid-morning and lunch breaks. In accordance with Italian Health and Safety regulations and to support our goal of encouraging healthy eating habits, students are not allowed to order food for delivery to school from outside providers. Students may choose to bring a packed lunch, which may be eaten on the terrace or in the designated outside areas, weather permitting.

Information about how to access the lunch service is communicated to parents at the start of each school year.

### **BIRTHDAYS**

We are always pleased to recognize a child's birthday at school. Due to European laws and regulations, homemade food cannot be shared between students. To celebrate with food, it must be purchased from a bakery or a shop that provides a clear list of ingredients. Classroom teachers have found other innovative ways to mark students' birthdays through a variety of methods such as constructed 'cakes', cards, banners, party hats.

### **MOTOR VEHICLES**

Upper School: There is no parking for student vehicles (cars, mini cars and motorbikes) on campus. Due to extensive foot and bicycle traffic on shared campus entry ways and roads, students are NOT allowed to drive their vehicle (cars, mini cars and motorbikes) onto the Upper School campus.

Parents are not permitted to enter the US campus with vehicles (cars, mini cars and motorbikes) during the arrival/dismissal periods: 7:45-8:15 and 15:00-15:15. For added clarity: parents are not allowed to drive onto the US campus to drop off/pick up their child/ren unless the child has a mobility-related health condition.

### **RECESS AT THE JUNIOR SCHOOL**

Throughout the school, children have unstructured play opportunities in the morning as well as during lunch time. Thanks to the generosity of our PA and their fundraising efforts, we have well designed play spaces for all of our students. Students are asked to change into boots when the ground is wet so that mud is not tracked through the school. In wet weather, if a determination is made that children would not be able to warm up after getting wet outside, children will have recess in their classrooms. Children are supervised by instructional staff during all recess times.

### **SERVICE LEARNING**

Volunteering and taking action to improve our community is an integral part of learning at ISF. Opportunities for service learning are embedded in our Programme of Inquiry. Alongside this, there are extra opportunities for students to be members of groups relating to supporting the community and improving our school.

## **SEARCHES**

All school property is under the control of the school and its officials, and a search of school property, including but not limited to lockers, may be made at the discretion of the Head of School if a reasonable suspicion arises that items considered illegal, disruptive or a general nuisance to the educational process are being kept at school.

## **SPORTS COUNCIL AT THE JUNIOR SCHOOL**

Students in Grades 2 through 5, are given the opportunity to become members of the Sports Council at the Junior School. Two members are elected per grade at the beginning of the school year. Sports Counselors are responsible for the care of sports equipment at each grade level. They help to run and organize a variety of sporting events across the school year. The Sports Council provides children with an excellent opportunity to develop leadership skills and to make a positive difference in the life of the School.

Action Takers:

- Are responsible for making good decisions that inspire children's learning.
- Make children feel welcome, safe and comfortable in our school.
- Communicate with staff, students, teachers and others at the school.
- Care for people in the community.
- Discuss ways school could be improved
- Take action in response to needs around school

## **TUTORING**

Internal tutors: This section is under review.

External tutors appointed by parents are given access to the school premises only subject to the school's prior approval. They can not be given access to ISF information systems, including any learning virtual environment.

We do not have a list of approved tutors and we do not advise teachers to recommend tutors for professional and ethical reasons, but there are many sources of information available locally, including asking the PA or other parents.

## **UNIFORM**

The uniform policy in place is available [at this link](#). Please take some time to read it carefully together with your child and make sure it is followed at all times.

## **STUDENT SUPPORT**

### **ISF COLLEGE AND CAREER COUNSELING**

The College and Career Counselor is available to assist in planning students' college / careers and to help with the application processes. Grade 11 and 12 students are expected to attend individual counseling sessions and parents may make appointments on request. Meetings with High School parents throughout the year will also be organized and this includes awareness raising sessions for students and parents in Grades 9 and 10.

### **SCHOOL SOCIAL AND EMOTIONAL COUNSELOR**

The school employs a full time social-emotional counselor who alternates her time between the two campuses.

School counseling is by nature a short term solution-focused service that supports students through the types of social and emotional issues regularly navigated in school years. It can also serve as a filtering process for students who may need additional support from specialists outside of school, and continue to offer co-support in this case through professional liaison, and school monitoring. School counselors are not responsible for students' mental health, but for informing parents if they feel there is a need for more specialized support or intervention. In this case counselors may help parents find appropriate service provision locally. Counselors also play active roles in school crisis response, responding to safeguarding and child protection issues, and initiating proactive/preventative programmes and special events to enhance school well being and emotional intelligence in response to observed needs within the school community.

### ***INCLUSION/LEARNING SUPPORT (LS)***

ISF employs learning specialists at each campus who assists teachers in addressing specific student needs by creating inclusive access arrangements and reasonable adjustments. The school will support students' needs, but there are limitations to the support we can provide, as we might not have enough specialization to cater to the child's needs or there may be limited resources within the Learning Services Team.

A referral process is in place, on both campuses, to identify students with learning needs or special needs.

At the Upper School, the Learning support provision follows a set policy which can be found in the Learning services Handbook available from the LS team.

### ***REFERRAL PROCESS FOR LANGUAGE SUPPORT: ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND ITALIAN***

Non-native English speakers who require additional language support in order to integrate fully into and benefit from the mainstream program are enrolled in the English as an Additional Language (EAL) program. The WIDA (World-Class Instructional Design and Assessment) test is used to determine levels of English proficiency for oral and written skills.

Appendix 1:

2022/2023 ISF Community calendar. Click [here](#) for the online version.



# INTERNATIONAL SCHOOL OF FLORENCE

## COMMUNITY CALENDAR 2022-2023

August 26	New Family Orientation
August 29 - 31	All Staff Returns
September 1	Return to School, Grades 1 - 12
September 5	Return to School, EY 1 & 2 - Foundation
October 13 + 14	US Conferences (upper school closure only)
October 28	JS Conferences (junior school closure only)
October 29 - November 6	School Break
October 31	Professional Development (school closure)
November 7	Return to School
November 25	End of US Trimester I
December 8	School Holiday (Festa dell'Immacolata Concezione)
December 17 - January 8	School Break
January 9	Return to School
February 18 - 26	School Break
February 27	Return to School
March 10	End of US Trimester II
March 15	JS Conferences (junior school closure only)
April 7	Research Conference (school closed)
April 8 - 16	School Break
April 17	Return to School (junior school only)
April 17 + 18	US Conferences (upper school closure only)
April 19	Return to School (upper school)
April 25	School Holiday (Liberazione d'Italia)
May 1	School Holiday (La Festa dei Lavori)
May 12	JS Student-Led Conferences
June 2	School Holiday (Festa Della Repubblica)
June 16	Last Day of School, End of US Trimester III
June 21	Last Day for Teachers

### COLOR KEY

- New Family Orientation
- Return to School
- End of Trimester
- Parent/Teacher/Student Conferences
- Professional Development (no school)
- National Holiday/Break

AUGUST/SEPTEMBER						
S	M	T	W	TH	F	SA
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER						
S	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER						
S	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER						
S	M	T	W	TH	F	SA
					1	2
					3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY						
S	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL						
S	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE						
S	M	T	W	TH	F	SA
					1	2
					3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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