



INTERNATIONAL SCHOOL OF FLORENCE

2023-24 JUNIOR SCHOOL PARENT + STUDENT HANDBOOK

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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.

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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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

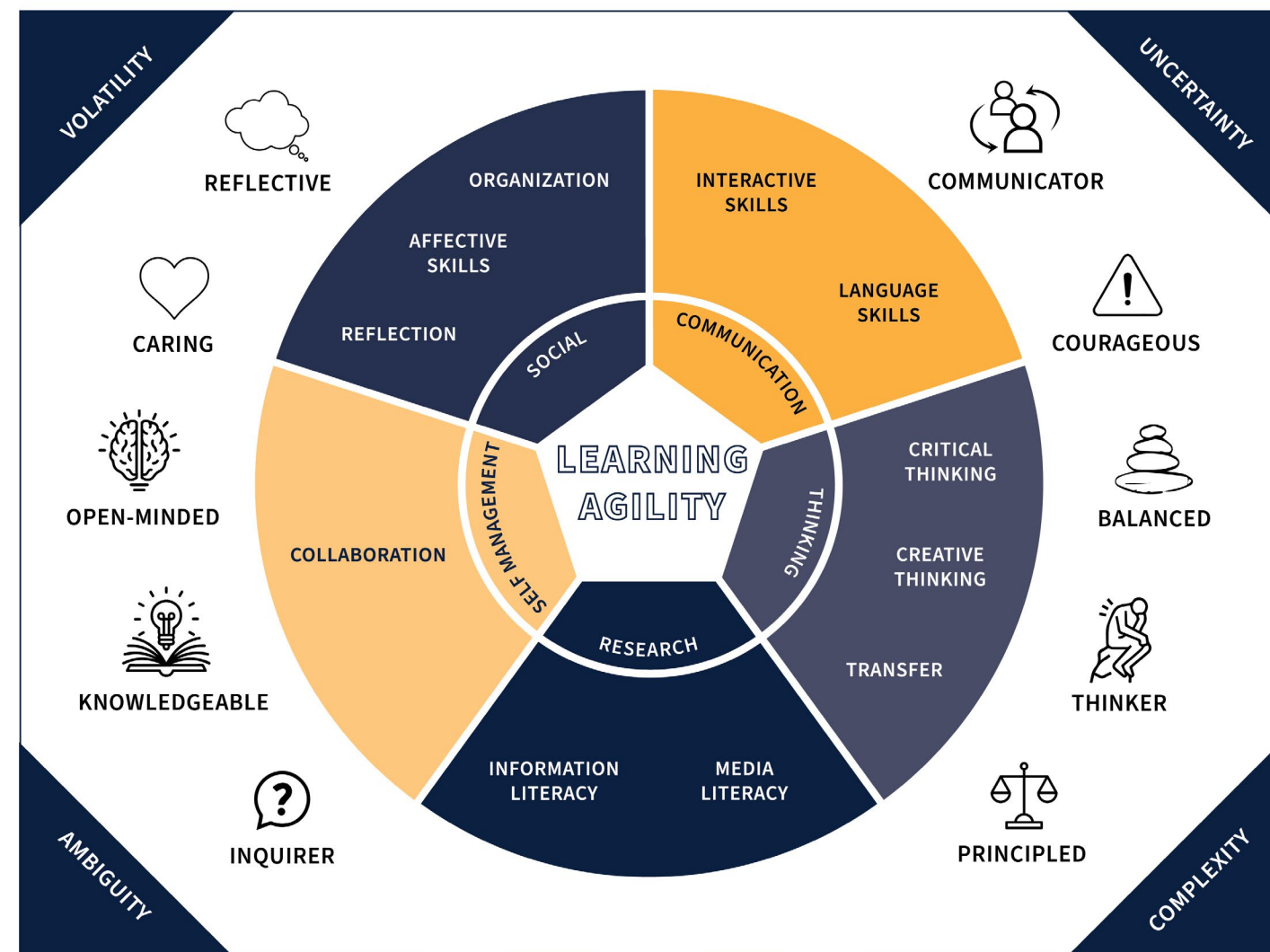
The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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.

APPROACHES TO LEARNING (ATL SKILLS)

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 practised in all lessons.



WELCOME TO THE 2023-2024 ACADEMIC YEAR!



SHARYN BADDELEY
Head of School
s.baddeley@isfitaly.org

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 that 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 that are capable of achieving far more than they ever felt was possible. We have high expectations for 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.

Use this handbook as a tool to gather information and feel free to make contact with any member of our leadership team should you require further assistance.

Best regards,

Sharyn



TONY PASCOE
Principal
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Welcome from the Junior School! Contained within this handbook is fundamental information necessary for a positive and productive relationship between the School and the 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!

Onwards,

Tony



ACTION TAKERS, STUDENT COUNCILS AND PARENT ASSOCIATION

JUNIOR SCHOOL SPORTS COUNCIL

The Sports Council is compiled of students from Grades 2-5 who meet weekly to discuss ideas on how we can give opportunities to ISF students to be more active during the school day. A variety of leadership and 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

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 2-5, we are working to ensure that all younger grades are included in this collaborative process. The Action Takers are made up by the Student Council, Sports Council, Art Council, Library Council, Green Team and Healthy Snacks Group.

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 that the school can be improved.
- Take action in response to meet needs around the school.

PARENT ASSOCIATION

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, 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 organising 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.
- Organising 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. These parents will 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.



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. Please see the full policy on the ISF website.

OUR STUDENTS AND FAMILIES

ISF enrolls approximately 545 students across two campuses and is represented by over 40 different nationalities.

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 organisation 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 organised into several Committees. These Committees include: Governance, Executive, Advancement, Finance and Risk Management, Learning Environment and 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 Leadership Team (SLT) consists of the Head of School and the Divisional Principals. Their purpose:

- Assist 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 ELT (Educational Leadership Team) in their divisions.
- Supports and monitors the work of the ELT.
- Serves as the steward of the school's mission, vision and 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 bi-weekly and at times on a day to day basis to discuss academic matters related to teaching, learning and division concerns.

Senior Academic Leadership Team (SALT) consists of the Division Principals, the Division Vice Principals, the Head of School, Dean of Students and IB Coordinators. Their 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 and Assessment (CIA) across grade levels.
- To improve communication throughout the school.
- Consultative decision making.
- Promote inter-cultural understanding and respect.
- Develop positive relationships.
- Policies and Processes.

The team will work closely with the Head of School and will meet on a **monthly** 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) consists of the Head of School, Personal Assistant to HOS/Board Support, Director of Finance/HR, Legal Representative, Facilities Manager, Head of Admissions and the Director of Communications. Their purpose is 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 organisation pull in the same direction. Their purpose:

- 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 and 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 organisation’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 organisation 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.

Bi-Weekly meetings for status updates, sharing of events/ activities and 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 and 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 Junior 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 and PR team and Advancement team.

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



JUNIOR SCHOOL FACULTY, TEACHING AND LEARNING

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 Dean of Students, 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 of Learning Support, English Language Learners (ELLs), Counseling and support from the School Nurse.

An “Activity, Community and Events Coordinator”, supports 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 Organisation (IB).

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 5 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 Principal, PYP Coordinator, and Dean of Students 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.

LEARNING SUPPORT (LS)

The Learning support at the Junior 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.

Domain		Standards
Professional Knowledge	1	Know your students and how they learn.
	2	Know the content and how to teach it.
Professional Practice	3	Plan for and implement effective teaching and learning.
	4	Create and maintain supportive and safe learning environments.
	5	Assess, provide feedback, and report on student learning.
Professional Engagement	6	Engage in professional learning.
	7	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

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 home language.
- Supporting your child's acquisition or expansion of home language, 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 we can learn from it and reinforcing that making mistakes is how we grow, will help build confidence in your child.

ACADEMICS

ISF is an authorised 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" instead it 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. Home language 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 and 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 civilisations, 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 Language Learners 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

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 needs 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.

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

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.

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 synthesise 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, analysing, 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.

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



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 is 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 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,

Last Revision 30/08/2023

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.

Excused Absences	Unexcused Absences
<ul style="list-style-type: none"> • Medical appointments of any kind • Sick from school (limit of three days with a short period of time) doctor note needed > 5 days • Wedding of family member • Funeral of family member • Religious observances 	<ul style="list-style-type: none"> • Woke up late • Family member took too long to get ready • Students explanations without parent contact • No notice • Family Vacations
Case-By-Case Decisions	
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"> • Bad weather • Car accidents, heavy traffic, etc. • Visiting Relatives • Non-Family Funeral • Health issues 	

*Final decision lies with the Principal and JS Leadership Team in regards to excuse or unexcuse 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), the Request Form for Extended Absences should be submitted (found on the website), 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

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 Grade 5 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 pictured below.

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.

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

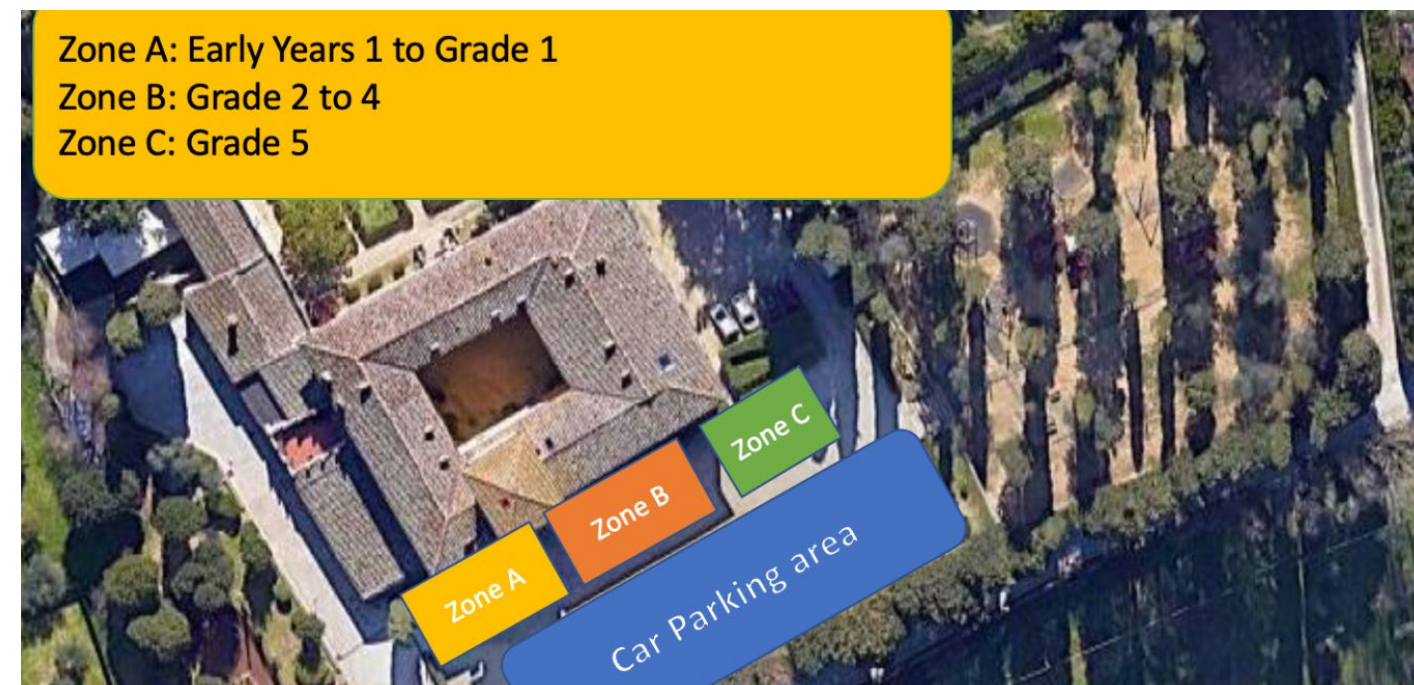
4:45 Campus will be cleared

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.



DAILY PROCEDURES

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 email or SMS.

CAMPUS SECURITY

Our campuses are “closed campuses.” The school gates open each morning to allow student entry beginning at 8:00AM. 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.



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 during 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. In addition to utilising 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) 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 organise 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:

1. 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.
2. 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 Dean of Students or Vice Principal of Learning) or by emailing juniorschooloffice@isfitaly.org.

3. 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 the Principal.

[JS Communication Flowchart](#)



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, 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.

Students agree to the following:

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:
 1. Strive to create my own original material.
 2. Respect the creative work of others.
 3. 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.
 - To protect myself, my online identity and the identity of others. I will:
 1. Always guard my online identity.
 2. Only access my own accounts.
 3. Establish a secure password and keep it private from my peers.
 4. Allow access to my ISF device to my parents, and ISF faculty when requested.
 5. 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 in 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

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.

Without express permission from the teacher or member of the Education Leadership Team using a mobile phone is also not permitted to contact parents. Staff hearing or seeing a mobile phone in use during class hours will confiscate it and turn it into Reception where it can be collected by the student after school. For 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 on silent mode and not visible.

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

SCHOOL-ISSUED DEVICES

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 the full replacement value. Lost items such as cases and cables will be charged at 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.



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 AT THE JUNIOR SCHOOL

Assemblies are held 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.

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 it 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. The full policy can be found on the school website.

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 (found on the website) 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 Officer:

Kelly Jo Dean k.dean@isfitaly.org

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

Sharyn Baddeley 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.

EXTRACURRICULAR ACTIVITIES (ECA's)

Students who chose to participate in the JSECA program will have a choice of several activities/clubs which run Monday through Thursday from 15:30 to 16:30. Students have the option to join 1 club per day. Clubs run for 3 months, at which point they will have the opportunity to change

activities or resume their current activity. The school aims to provide a variety of choices for children in Foundation through Grade 5.

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.

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 Main Office 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.

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.

LUNCH AND SNACK

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 school website. EY1 and EY2 children eat lunch in their own lunchroom.

The school lunch provider is SIAF (Servizi Integrati Area Fiorentina). To enroll to the lunch programme, parents have to register on the online platform Portale Genitori, which can be found on the school website, along with the User Manual.

As stated in the manual, parents have to pay for the meals through the online payment service Portale Genitori. Attendance has already been set in advance according to the school calendar. However, in case of student absences, parents have to announce their child's absence and therefore rollover their credit. Absences shall be communicated no later than 9:00 am in the morning of the day of absence.

We strongly recommend that families make sure their children have enough credit for their meals. Please note that each meal costs €7. Should a child not have enough credit in their account the catering company will grant the meal

for one day only. Thereafter, it will be the responsibility of the family to pack a meal for their child as they will not be eligible to receive catered meals from the mensa until the credit has been reinstalled on the account. Please note that the school will not cover for unpaid lunches.

Families will receive automatic alerts when their credit is less or equal to €14.

For any information or clarification please contact the lunch service provider directly at 0143836050 (available from 9:00 am to 12:30pm and from 2:00 pm to 4:30pm) or via mail to buonopasto@camst.it.

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 and party hats.

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.

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.

TUTORING

The school does not object if its teachers choose to tutor ISF students outside school hours, as long as the students they are tutoring are not in their own subject classes. However, it must be expressed that tutoring is a private relationship between teachers and families with which the school does not interfere nor take responsibility for.

The school requires all facilities used for external activities

to follow the process related to facility booking requests (for tutoring purposes). All booking requests are to be submitted to facilities.

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

All students from EY1 to Grade 10 are required to wear a school uniform.

Students in Grades 11 and 12 are given a revocable privilege of not wearing the school uniform. However, the school expects that all G11 and 12 to dress respectfully and appropriately to a learning environment.

Please refer to the [school uniform policy](#) (also located on the school website) for the school year 2023-2024.

The official and exclusive ISF uniform supplier is LM School Uniform. School uniforms can be purchased at the LM Boutique in Palazzo Frescobaldi in Via Santo Spirito, 11 Florence, which is open Monday to Friday from 9:00am to 1:00pm and from 2:00pm to 6:00pm OR online through the LM Uniform ISF e-shop (linked through the school website with Access Password: ISF1952).

For any specific questions, you are welcome to contact the LM Uniform customer service at firenze@school-uniforms.it or via phone at +39/0556282130.

During the school year, the uniform provider is also present in both schools to deliver the orders directly to parents and to assist any family who wants to place an order. The specific dates are communicated in the weekly Friday Flash.

STUDENT SUPPORT

SCHOOL SOCIAL AND EMOTIONAL COUNSELOR

The school employs full time social-emotional counselors who alternate their 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, 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 Junior 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

A referral process is in place, on both campuses, to identify 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.

[Attendance Policy](#)

[Anti Bullying Policy](#)

[Anti Racism Policy](#)

[Cell Phone Infraction Procedure](#)

[Complaints and Grievances, Suspension and Expulsion Policy](#)

[Child Protection Policy and Procedures](#)

[Code of Conduct for Parents/Carers/Guardians and Visitors](#)

[ISF Community Social Media Policy](#)

[Junior School Fire Evacuation](#)

[Junior School First Aid Procedure](#)

[Junior School Parent Communication Flowchart](#)

Organizational Charts:

- [Administration](#)
- [Junior School](#)
- [Senior Academic Leadership Team \(SALT\)](#)
- [Upper School](#)

[Parent Communications Guidelines](#)

[Promotion, Retention and Non-Readmission in the Upper School \(Grades 6-11\)](#)

[School Uniform Policy](#)





last updated 03/15/2023

INTERNATIONAL SCHOOL OF FLORENCE 2023-2024 CALENDAR

TEACHING DAYS

HOLIDAYS/NON-TEACHING

PROFESSIONAL DEVELOPMENT

PARENT TEACHER CONFERENCES

WHOLE SCHOOL SPECIAL EVENTS

08 AUGUST

Su	Mo	Tu	W	Th	Fr	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		

August 21: Principal Retreat
August 23: VPs, DP Coord., Dean of Students Return
August 24: All Middle and Phase Leaders Return
August 22-25: New Staff Orientation
August 28-30: Whole School Team Orientation
August 31: First Day of School, Grades 1-12

09 SEPTEMBER

Su	Mo	Tu	W	Th	Fr	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

September 1: Welcome Back Cocktail
September 4: First Day of School EY1-Foundation

10 OCTOBER

Su	Mo	Tu	W	Th	Fr	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				

October 3: ISF Whole School Community Service Day
October 13: Professional Development (no classes)
October 19 + 20: US Parent Teacher Conferences
October 27: JS Parent Teacher Conferences
October 30-November 5: School Vacation (no school)

11 NOVEMBER

Su	Mo	Tu	W	Th	Fr	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		

November 1-5: School Vacation (no school)

12 DECEMBER

Su	Mo	Tu	W	Th	Fr	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						

December 1: Trimester 1 Ends
December 8: Festa dell'Immac. Concezione (no school)
December 15: Festival of Song, Half Day, Grades EY1-8
December 18-January 7: School Vacation (no school)

01 JANUARY

Su	Mo	Tu	W	Th	Fr	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 24: International Day of Education (whole school)

02 FEBRUARY

Su	Mo	Tu	W	Th	Fr	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		

February 16: Professional Development (no classes)
February 16-25: School Vacation (no school)

03 MARCH

Su	Mo	Tu	W	Th	Fr	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						

March 13: JS Parent Teacher Conferences
March 22: Trimester 2 Ends
March 29: Research Conference (no classes)

04 APRIL

Su	Mo	Tu	W	Th	Fr	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				

April 1-April 7: School Vacation (no school)
April 15 + 16: US Parent Teacher Conferences
April 25 + 26: Festa della Liberazione (pontone, no school)

05 MAY

Su	Mo	Tu	W	Th	Fr	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	

May 1: La Festa dei Lavoratori (no school)
May 10: JS Student-Led Conferences + PYP Exhibition
May 31: Field Day, Half Day, Grades F-12

06 JUNE

Su	Mo	Tu	W	Th	Fr	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						

June 2: Festa della Repubblica Italiana
June 19: Trimester 3 Ends
June 19: Last Day of School for Students
June 21: Last Days for All Faculty