



INTERNATIONAL SCHOOL OF FLORENCE

2023-24 UPPER SCHOOL PARENT & STUDENT HANDBOOK

TABLE OF CONTENTS

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.

IB Learner Profile	4
Approaches to Teaching & Learning	5
Welcome to the 2023-2024 Academic Year!	6
Admissions	10
Organisational Structure	11
US Programmes	15
US Attendance and Absences	18
Daily Procedures	20
US Communication	21
Technology: Communication, Policies & Procedures	22
Student Wellbeing	25
Student Support	30
Academic Calendar 2023-2024	32



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.

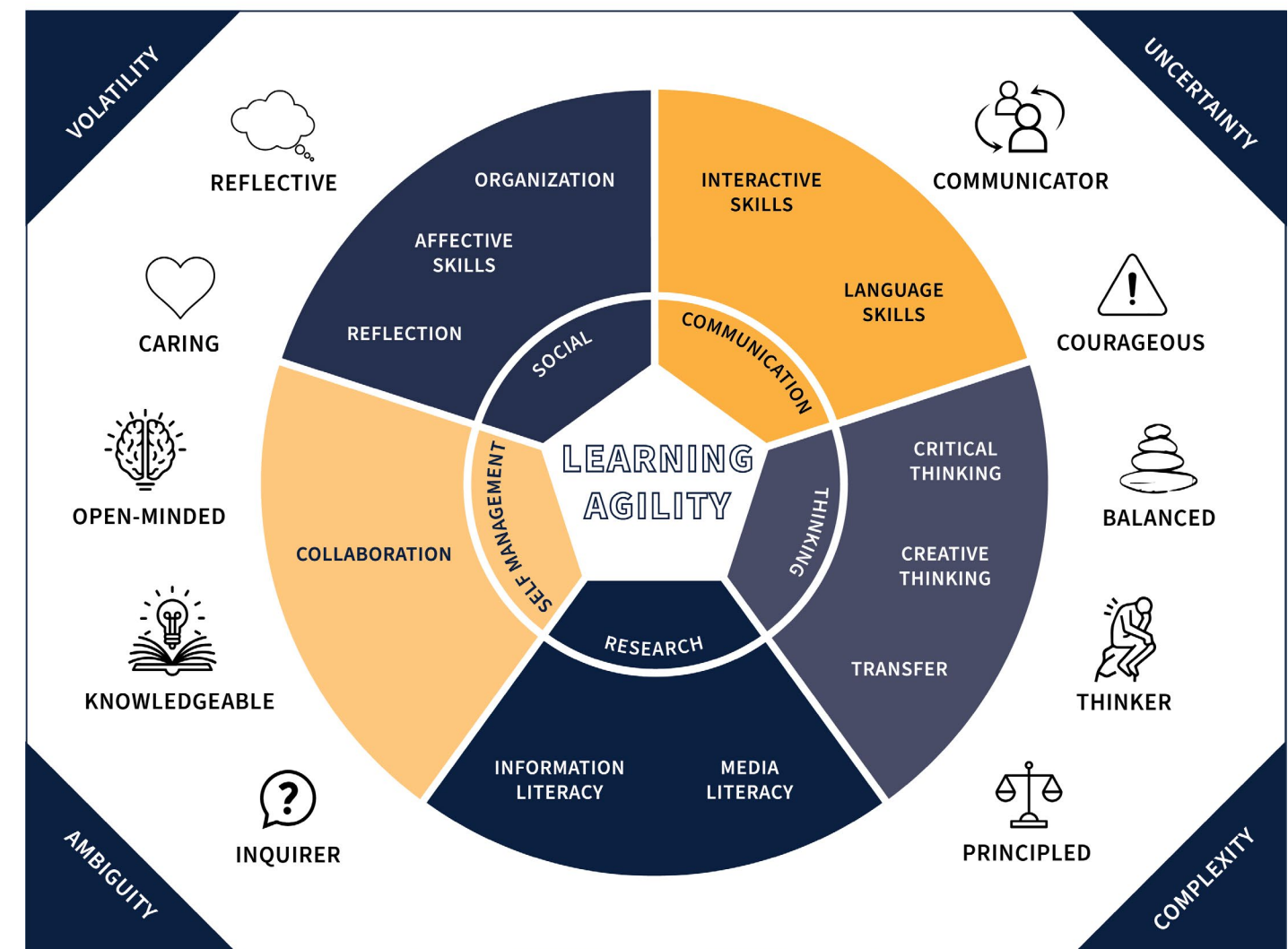
THE IB LEARNER PROFILE

“The aim of all IB Programmes is to develop internationally minded people who, recognising 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.

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.



WELCOME TO THE 2023-2024 ACADEMIC YEAR!



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



DR. CAREY KILLEN
Principal
c.killen@isfitaly.org

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 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 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.

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.

Best regards,

Sharyn

Welcome to the Upper School! I am very excited to be starting at ISF and look forward to meeting students and families.

Please can I encourage you to familiarise yourself with this Upper School Handbook for 2023/2024 which reflects the latest changes and up-to-date information about daily school operations and expectations.

I look forward to working together to make this a wonderful year of learning.

Kind regards,

Carey



STUDENT COUNCILS & PARENT ASSOCIATION

UPPER SCHOOL 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 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.



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 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 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 Leadership Team (SLT) consists of the Head of School and the Divisional Principals. Their 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 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, 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 Principal, 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 & Assessment (CIA) across grade levels
- To improve communication throughout the school
- Consultative decision making
- Promote inter-cultural understanding and respect
- Develop positive relationships
- Policy 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 risen 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 organization pull in the same direction. Also:

- 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

UPPER SCHOOL FACULTY, TEACHING, AND LEARNING

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

In addition, ISF runs a Wellbeing Program which is a personal-social-emotional health program organizing into age-appropriate themes.

The Vice Principal and Dean of Students are responsible for an element of the Upper School as per the table below.

A first aid team supports the work of the school nurse who is on campus 5 days a week.

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 Head of Department; all Heads of Department 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. Grade level meetings will also be held

Division	Upper School						
PIC	Upper School Principal						
Department	Academic Department			Student Support Department			
PIC	Vice Principal - Learning			Dean of Students			
Function	Overall 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 aspects of student life, apart from teaching and learning: Behavior and discipline Attendance Homeroom Program, including Wellbeing Program 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, mensa)			
Teams	Subject Team	DP Team		Learning Support Team	EAL Team	Homeroom/Well-being Team	Counseling Team CAS/Community Service Team
Line Managers	Heads of Department	DP Coordinator		All LS teachers	All EAL teachers	Homeroom/Well-being Curriculum Coordinator	CAS Coordinator

- 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

Bi-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.



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.

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

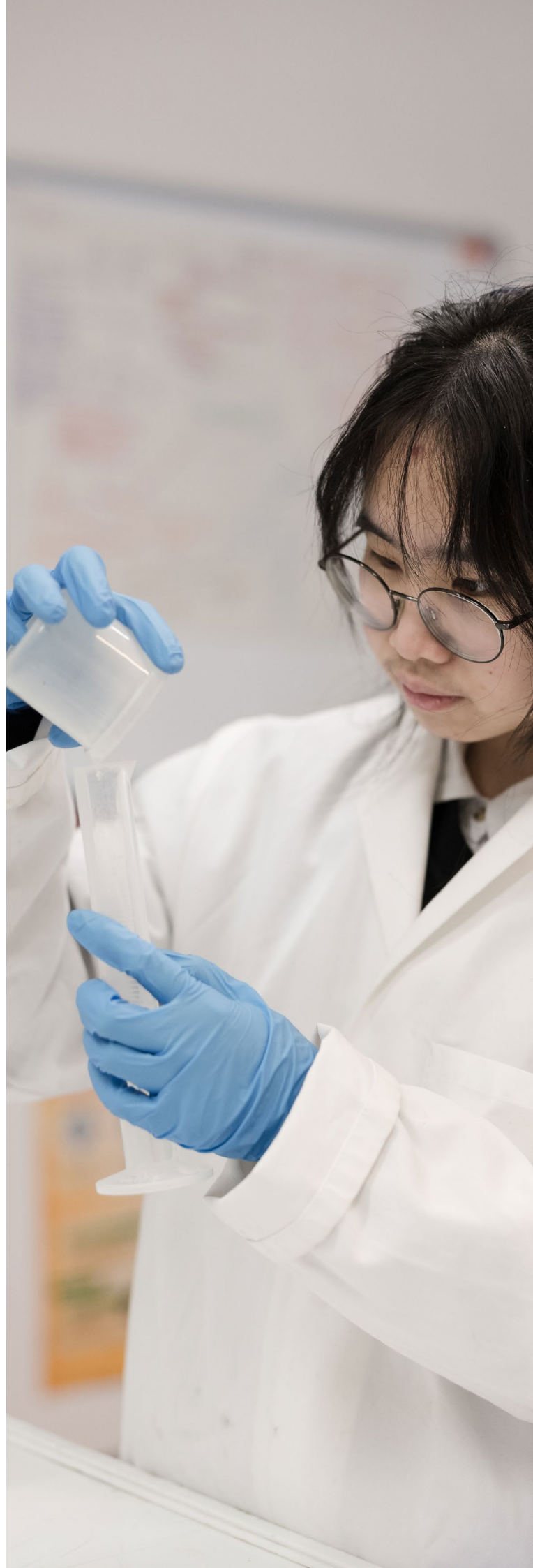
FACULTY EMAIL ADDRESSES

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



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 Heads of Department and the Dean of Students. 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.

Please visit our school website at www.isfitaly.org to view the IBDP handbooks.

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 recommend students to achieve a minimum grade of 5 for all Standard Level subjects and a minimum grade of 6 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 the American High School Diploma. The ISF High School Diploma is awarded at Graduation and symbolises completion of High School. This Diploma is additional to the IB Diploma.

A total of 24 credits is required for graduation with the ISF High School Diploma:

- 4 credits of Language A
- 3 credits of Language B
- 3 credits of Social Sciences;
- 3 credits of Science;
- 3 credits of Mathematics;
- 8 credits of Elective classes

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. The PSAT is offered to ISF-enrolled students only due to 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 EXAMINATIONS

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 can apply for placement in the Italian Programme at the Upper School, subject to having passed the Quinta Elementare Exam at the end of Grade 5 along with other required criteria. 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.

Please note: there are restricted student numbers in the Italian program.

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.

Upper School Student Supplies List 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.

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.

HOMEWORK

Students can be expected to increase the time spent on homework for each grade level.

Homework is assigned to reinforce classroom instructions and support mastery of skills through practice. It can also be used to complete work not finished in class, to provide enrichment exercises and to develop research skills.

AVERAGE HOMEWORK TIMES

Grades 6-8: 60-90min(1-1.5hrs)/day

Grades 9-10: 120-150min(2-2.5hrs)/day

Grades 11-12: 180-240min(3-4hrs)/day

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

UPPER SCHOOL ATTENDANCE AND ABSENCES

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 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:

- Excused
 - As a result of ill health
 - Acceptable evidence: Parent communication
 - Acceptable evidence for extended conditions (three or more consecutive days): Medical certificate
 - Medical appointments
 - Acceptable evidence: Parent communication
 - Acceptable evidence for extended conditions: Medical certificate
 - 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](#).

- Pre-approval required by Principal
- Unexcused
 - The school has not been informed by the parents
 - 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. Students park their cars at their own risk and the school bears no responsibility for fines or damage to vehicles.

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. Unexcused arrivals after 8:15 will be marked as tardy and published on the official report card. All students are required to attend their scheduled homeroom

time daily.

LEAVING UPPER SCHOOL CAMPUS

All students (G6-G12) are required to be on campus for the full school day.

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

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 7:45AM. 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.



UPPER SCHOOL COMMUNICATION

The main source of general communication is the school website, 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 and parent sign-up takes place a few days before the conferences.

REPORTS

Students in Grades 6-11 receive two-three Report Cards during the school year. These are posted electronically on a school portal after the end of each trimester. Each subject reports a grade 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 IB DP exams towards the end of April.

PROACTIVE COMMUNICATION WITH THE SCHOOL

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

[US Communication Flowchart](#)

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 Dean of Students 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.

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 & SMART DEVICE POLICY

Student mobile phones and Smart devices 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 or Smart device 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 after school as per the policy. 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.

[Cell Phone Infraction Procedure](#)

BRING YOUR OWN DEVICE (BYOD)

ISF implemented a Bring Your Own Device (BYOD) in 2022-2023 starting with Grade 6 and rolling out to Grades 7&8 in subsequent years. In 2023-2024, students in Grade 8 can continue to use their school assigned laptop which must be returned at the end of each school year. Students in all other Grade levels 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

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.

[ISF Community Agreement Social Media](#)

PLAGIARISM, ACADEMIC MISCONDUCT, AND ACADEMIC HONESTY

Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own. During the first year of the IB, meetings with students are held to ensure that students are familiar with the conventions for acknowledging sources and for paraphrasing, as well as ensuring that students are familiar with the consequences of plagiarism.

Due to increased incidences of plagiarism around the world, teachers will usually insist that rough drafts be handed in to ensure authenticity. Students may also be asked to complete

work in class under test conditions. If rough drafts are not handed in, work may not be graded or authenticated.

If a student is found to have copied all or part of another student's work or copied/paraphrased information from a source without appropriate citation, they may receive a zero for the work and a letter will be sent to inform parents of the situation. Students who allow their work to be copied may also receive a zero for the work and a letter home (this would be defined as collusion).

In either case, a first-time incident of plagiarism may result in suspension from the school, at the discretion of the Administration. A repeated incident of plagiarism will result in suspension.

It should be noted that for every assignment submitted to the IB, each student must sign documentation that attests that the assignment is the "authentic work" of the student. The signing of such documentation should not, of course, be taken lightly. If it is discovered that any official work for the IB, including drafts, is not the authentic work of the student, the student may be withdrawn from the Diploma Programme and may also automatically fail the IB course or component in question, in addition to any ISF disciplinary consequences.

In addition, the IB places plagiarism within a broader definition of academic dishonesty known as academic misconduct (formerly known as "malpractice"). Academic misconduct includes the following:

- plagiarism (the representation of the ideas or work of another person as the student's own; that is, copying, summarizing, or paraphrasing information from a source without appropriate citation)
- collusion (such as allowing one's work to be copied by another student, whether at ISF or elsewhere)
- duplication of work (such as the presentation of the same work for different assessment components and/or IB Diploma requirements)
- any other behavior that gains an unfair advantage for a student or that affects the results of another student (e.g. using outside help for the researching and writing of assessments or taking unauthorized material into an examination room)

A student found guilty of academic misconduct by the International Baccalaureate Organization is considered to have breached regulations and will not receive the diploma.

If students submits work that is not their own for IB assessment, the responsibility lies entirely with the student himself.

Please note that both ISF and the IB have no means of knowing if an act of academic misconduct was deliberate or not on the part of the student and, consequently, intent cannot be taken into account. It is most important, therefore, to ensure through proper citation that the reader of a student's work is able to clearly distinguish between the words/ideas of the student and the words/ideas of others.

All students in grades 6-12 are expected to avoid academic misconduct and will receive guidance on avoiding academic misconduct

STUDENT WELLBEING

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. 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.

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 curriculum, all students participate in numerous activities and class discussions to encourage them to make positive and healthy choices.

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 Dean of Students. 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 Officer:

Michael Calmer m.calmer@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 cared 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 Upper School students in grades 6 – 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 6 - 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's)

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 full 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 Reception.

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.

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.

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 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

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.

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 0143.836050 (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, party hats.

MOTOR VEHICLES

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.

SERVICE LEARNING/COMMUNITY SERVICE

Volunteering and taking action to improve our community is an integral part of learning at ISF. Opportunities for service learning are embedded in our curriculum. 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.

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 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

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.

In this case, ISF may continue to offer co-support through the 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 assist 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

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.

Identified students 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](#)

[Assessment Policy](#)

[Cell Phone Infraction Procedure](#)

[Child Protection Policy and Procedures](#)

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

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

[ISF Community Agreement Social Media](#)

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](#)

[Upper School Fire Evacuation](#)

[Upper School First Aid Procedure](#)

[Upper School Parent Communication Flowchart](#)





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