



THE INTERNATIONAL SCHOOL IN GENOA  
SINCE 1966

# Student & Parent Handbook

The International School in Genoa  
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## **ISG MISSION STATEMENT**

We are a community of adaptable learners who inspire a love of learning that extends beyond the walls of the school.

The following principles are the foundations upon which our school is built:

### **Respect**

We foster respect for self, others and the environment, which is based on compassion, inclusivity and a celebration of diversity. We embrace the interconnectedness of our world, while maintaining a sense of individual identity.

### **Responsibility**

We develop creative problem solvers who have the capacity to enact positive change, and who feel empowered to take action in their immediate and global environment.

### **Reaching for Excellence**

We nurture the confidence, imagination and resilience that form the pathways to individual success.

### **Respect, Responsibility and Reaching for Excellence**

## **DEFINITION OF LEARNING**

Learning in an exceptional school takes place in a joyful, safe and caring environment. It is a carefully engineered journey where teachers challenge their students with rich experiences to reach deep understanding using inquiry and critical thinking. Students are encouraged to meet their full potential and develop the skills to be successful in a rapidly changing world. They are led to become self-directed, independent thinkers, capable of teamwork and problem solving in their immediate and global environment.

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THE INTERNATIONAL SCHOOL IN GENOA  
SINCE 1966

## SECTION I

# GENERAL INFORMATION AND POLICIES

## **GENERAL INFORMATION**

### **1. CONTACTING THE SCHOOL**

Contact details for the school are as follows:

Mailing address: The International School in Genoa

Via Romana della Castagna 11A, 16148 Genova, Italy

Telephone: +39. 010.386528

Fax: +39.010.398700

E-mail: [secretary@isgenoa.it](mailto:secretary@isgenoa.it)

Website: [www.isgenoa.it](http://www.isgenoa.it)

A complete list of contact details for faculty and staff is available on the school website.

### **1.1. INTRODUCTION TO THE SCHOOL**

The International School in Genoa was founded in 1966 as a private co-educational day school to serve the needs of the international and national communities in Liguria. ISG offers a complete international educational program in the English language for all students from Pre-School (age 3) to grade 12 (age 18) leading to the achievement of both the ISG High School Diploma and the International Baccalaureate Diploma. ISG is accredited by the Council of International Schools and is authorized to offer the International Baccalaureate Diploma Programme at Grade 11 & 12. ISG is currently a candidate school to introduce the IB Primary Years Programme to students in Pre-K to Grade 5; and the Middle Years Programme to Grades 6 to 10. ISG integrates the host country language to ensure that Italian nationals receive an effective bilingual educational programme. English and Italian are also taught as acquisition languages, and French, Spanish, Mandarin and German are offered as additional languages to secondary students.

### **1.2. IB AUTHORIZATION**

The school was authorized by the International Baccalaureate Organization (IBO, [www.ibo.org](http://www.ibo.org)) to teach the Diploma Programme in April 2002. In June 2004 it graduated its first International Baccalaureate Grade 12 Diploma class. The school is currently an IB candidate school approved to introduce the IB Primary Years and the IB Middle Years Programmes.

### **1.3. UNICEF AMBASSADOR SCHOOL**

The International School in Genoa was honoured in the fall of 2009 with the distinction of being named a “UNICEF Ambassador School.” UNICEF, the United Nations Children's Fund, is dedicated to offering services for the community and to promote health and well-being.

### **1.4. ISG GOVERNANCE AND THE BOARD OF DIRECTORS**

Members of The International School in Genoa Association elect a Board of Directors which is responsible for overseeing the development and strategic planning of the school. The Board of Directors retains financial responsibilities for the school's development. The Board of Directors is charged with policy setting for the school. The Board of Directors delegates the day-to-day management of the school to the school Director. There are a number of Board sub committees: Education, Staff, Ad Hoc, Finance, Publicity and Fund Raising - used to support and enhance the overall school strategic plan and operation.

## **GENERAL OPERATING POLICIES & REGULATIONS**

### **1.5. ATTENDANCE REQUIREMENTS**

Students are expected to attend school every day. Parents are asked to ensure the family plans do not conflict with the school calendar. The school day is as follows:

- Early Childhood (Reception to KG): 8:30 am to 3:30 pm
- Grade 1 to Grade 12: 8:15 am to 3:40 pm

Our school buses arrive from 8:00 to 8:15 a.m. Those arriving by car, and pedestrians, may arrive from 8:00 a.m. onward and can wait in the reception area. The buses depart at 3:45 p.m. and after-school activities begin at this time.

#### **1.5.1. Absences**

Parents should notify the school by email or telephone before 8:15 am of all student absences. Please note that phone calls and emails about student absences may not be made by students, only by parents or guardians. Wherever possible, an e-mail or written note is always preferred.

Students may be excused from school for a maximum of five days per year with a written note from their parents for reasons relating to illness, securing visas or other legal matters. High School students who accrue 10 excused or unexcused absences per class per semester will have their graduation progress reviewed by the High School administration and a support plan will be put into place if required.

Should an occasion occur when a child needs to miss school, advanced approval of the absence must be secured by contacting the Principal. In the case of an illness exceeding five days, the Principal will review the case individually. Please note that all unexcused absences may result in a loss of credit for the day's work inclusive of tests and quizzes.

In the Primary School, it is the parents' responsibility to contact the student's teacher for home learning assignments to be completed. Middle School and High School students should check with the subject teacher for home learning.

Exceptions to this rule may be granted for educational experiences with prior approval of the Principal. Such absence must be requested in writing one week prior to the period of absence.

#### **1.5.2. Lateness**

Students are expected to be in the right place at the right time. Students in Grade 1 through 12th grade arriving after 8:15 am will be marked as late for the day, and Secondary School students will also be marked late for each lesson to which they arrive late. Students who arrive at school late should sign in at the School office.

Lateness from one class to another is considered unexcused. In such cases students are required to make up for the loss of time and work at the teacher's discretion; persistent lateness may result in disciplinary action.

### 1.5.3. Early Childhood (ECE) Daily Schedule

08:00 - 08:30	Arrival
08:30 - 09:00	Morning Free Play
09:00 - 10:15	Morning Class Time
10:20 - 10:30	Break
10:30 - 11:30	Period 3
11:35 - 12:35	ECE Lunch
12:35 - 13:35	Period 4
13:35 - 14:35	Period 5
14:40 - 15:30	Period 6
<b>End of Lessons</b>	<b>15:30</b>

### 1.5.4. Elementary Daily Schedule

08:00 - 08:15	Arrival
08:15 - 09:15	Period 1
09:20 - 10:20	Period 2
10:20 - 10:30	Break
10:30 - 11:30	Period 3
11:35 - 12:35	Primary Lunch
12:35 - 13:35	Period 4
13:35 - 14:35	Period 5
14:40 - 15:40	Period 6
<b>End of Lessons</b>	<b>15:40</b>
15:45	After school activities begin

### 1.5.5. Secondary Daily Schedule

08:00 - 08:15	Arrival
08:15 - 09:15	Period 1
09:20 - 10:20	Period 2
10:20 - 10:30	Break 1
10:30 - 11:30	Period 3
11:35 - 12:35	Period 4
12:35 - 13:35	Secondary Lunch
13:35 - 14:35	Period 5
14:40 - 15:40	Period 6
<b>End of Lessons</b>	<b>15:40</b>
15:45	After school activities begin

## 1.6. CARE OF SCHOOL PROPERTY

Students are expected to respect school property and that of others at all times. The act of wilful damage to property is a serious offence. Students who cause such damage will be charged all costs to cover the repair or replacement and risk suspension or expulsion for their behaviour.

## **1.7. DRESS CODE**

Students are expected to come to school dressed appropriately and to exercise good judgement in what they wear to school. Clothing must be appropriate to the activities of the school day. Students dressed inappropriately may be sent home to change, or dismissed for the day resulting in an unexcused absence. The following are the dress code guidelines for attendance at school or any school activities:

- Any garment that is too short or too revealing should not be worn. Underwear should not be seen.
- No bare midriffs should be shown.
- Shorts and skirts must come to the end of the finger tips when arms are fully extended.
- Shirts with logos or writing that may be offensive should not be worn.

## **1.8. PROHIBITED ITEMS**

Weapons of any sort, knives or guns of any kind, including water and air pellet guns, are prohibited in the school, on campus or at functions sponsored by ISG.

## **1.9. USE OF TELEPHONE/MOBILE PHONES**

The school's office telephones may be used only with permission and in case of emergency. Students in grades 6-10 may not use a mobile phone at any point in the school day. If a student or a parent has an emergency and needs to use a phone, they ask the school secretary to use the office phone or send a message through the secretary's office. We strongly advise that students do not bring phones to school to keep in their bags or in their lockers. If this is unavoidable, the phone must be turned off and kept out of sight in a school bag or locked away in a locker. Please note the additional following information:

- In case of theft or damage, student mobile phones are not the responsibility of the school.
- If a teacher sees / hears a phone being used during the school day, the teacher will confiscate it until the end of the day and write a message in managebac explaining what happened, and that if the student is caught a second time using it during the school day, the *parent* will need to come and pick it up.
- Grades 11 and 12 will have the privilege of using phones during break times and study periods.

## **1.10. LEAVING CAMPUS**

Students may leave campus during the school day only with written permission from parents and subject to approval by the Principals, the MYP Coordinator, the IB Diploma Coordinator or the Director. Students may request permission to leave only by presenting a written request from their parent/s. In an emergency situation the parent may contact the school office by telephone. Students who have permission to leave the campus must sign out with the front office, and inform the secretary regarding the buses if applicable. If the student is to return to campus during school hours, the student must sign in at the front school office. This applies to students who return for an activity after school.

## **1.11. WITHDRAWAL PROCEDURES**

During the school year, ISG families sometimes receive notice of relocation. In this event, please notify the admissions office in writing at least two weeks prior to your departure date. This will enable the admissions office to prepare your child's report card and will allow sufficient time for you to settle all outstanding accounts. High School transcripts cannot be released until check-out procedures are completed and all accounts settled.

## **1.12. CLASS PLACEMENT**

At the close of every school year teachers and administrators spend many hours organising classes for the following year. The classes are created using an attempt to create as much balance in the following factors as possible: gender, nationality, language proficiency, academic levels and social dynamics. Careful attention is paid to appropriate placement for every child. Parents are kindly requested to refrain from requesting specific class placement, unless there are significant extenuating circumstances.

## **1.13. SCHOOL REPORTS**

Report cards are sent home on a regular basis. Comments are provided concerning a student's progress in the following areas: academic, physical, emotional, and social development. In addition to written reports, teachers are available at any time during the school year for a parent/teacher conference. Parents should feel free to initiate a discussion by calling the school office for an appointment to speak with their child's teacher/s.

## **1.14. MANAGEBAC**

ISG uses ManageBac, a web-based student information system (SIS), to track the daily information of our students. One of the benefits of this programme is that it will allow you, the parent, to easily track your child's academic progress and attendance. To access ManageBac you will need to obtain your parent username and password. (Students will have their own login and password. Note: We will not give parent login information to any student.) User account logins and passwords are provided by the main office at the beginning of the year. Once you have your login information you can access ManageBac by visiting ISG's website (<https://www.isgenoa.it/community/parents>).

Parents of Secondary School students can access their child's assignments at all times on ManageBac and are encouraged to do so at regular intervals. Progress reports may be sent home at any given point during the year at the discretion of the teacher.

## **1.15. PARENT TEACHER CONFERENCES**

Parent/teacher conferences are held formally in the fall and again in the spring of the year, as well as by request throughout the course of the academic year. The Spring Conference is a Student-Led conference and is organised by the school. Parents are always encouraged to contact the appropriate office to schedule additional conferences as and when they are needed.

## **1.16. PARENT TEACHER ASSOCIATION & PARENT ADVISORY COMMITTEE**

ISG has an active Parent Teacher Association. This organisation has its own committee which consists of a President, a Secretary, a Treasurer, and a Vice President. The PTA coordinates a variety of service-connected activities. Many parents serve the school as class-parents. They assist the teachers in organising class parties, in serving as volunteers for classroom activities, and in helping out during field days and field trips, school-wide programs, activities fundraisers, etc. The PTA's e-mail address is [pta@isgenoa.it](mailto:pta@isgenoa.it).

The Elementary and Secondary sections of the school also have a Parent Advisory Group who meet each month to discuss school policies and to consider proposals for possible future developments within the school.

### **1.17. FIRE & EVACUATION DRILLS**

Upon the sounding of the fire alarm, students are expected to follow the directions of their teachers. Fire drill procedures are posted in all classrooms. Silent evacuation of the building will be enforced.

### **1.18. GYMNASIUM**

ISG has one gymnasium which is used for physical education classes, sporting events, and some recreational activities. Lockers and changing facilities for boys and girls are located adjacent to the gym. Students are allowed to use the gymnasium when supervisors are available and present. No food or drink is allowed in the gymnasium.

### **1.19. MESSAGES TO STUDENTS**

Only messages of an urgent and emergency nature will be given to students during the instructional day. Every effort should be made to avoid unnecessary interruptions in school.

### **1.20. LOST AND FOUND**

A collection of lost items is kept within the school. Parents are advised to check at reception in the event that a child may have misplaced an item. Lost and found items will be put on display several times per year at the entrance to the school. Please collect any items that your child may have misplaced. A week after the summer holiday begins; all unmarked and unclaimed items will be given to a local charity. PLEASE LABEL COATS, JACKETS, AND PERSONAL ITEMS TO AVOID LOSS.

### **1.21. HEALTH SERVICES**

Students may go to the nurse's office at any time during the school day when ill or injured. The school nurse will notify parents if required. Students should NOT contact their parents via mobile phone or any other means without first speaking with the nurse. If the nurse is not available then the student should report to the receptionist.

### **1.22. PERSONAL ITEMS**

Students are encouraged to bring to school only those items necessary for their school activities and to clearly mark any personal article with their names. Items of value should not be brought to school. The school does not accept responsibility for the loss of personal property.

### **1.23. PHYSICAL EDUCATION UNIFORMS**

P.E. is a compulsory part of our school program. Students are expected to participate and to be wearing appropriate clothing. Students are required to wear sports clothing and shoes. Please mark your children's P.E. clothes to avoid loss. If, for medical reasons, a student is not able to participate in physical education classes for a time exceeding three days, a written statement from a doctor is required. For times of less than three days, a note from a parent will suffice.

### **1.24. TEXTBOOKS AND EDUCATIONAL SUPPLIES**

Students are expected to care for items that are provided by the school. Students are required to pay for any damaged or lost books borrowed from the library or the school. Report cards and/or transcripts will be withheld for damaged or lost books until payment is made.

#### **1.24.1. Textbooks, Supplies, and Books from the Library**

Families will purchase most student textbooks. The school will inform students at the beginning of each summer regarding the books that they need to purchase. School supplies (i.e. pencils, pens, erasers, etc.)

should also be purchased by the student. Teachers will tell students what supplies they need to purchase at the beginning of each year. Primary school supply lists are also available on the school's website.

Students who damage or lose materials which are the property of ISG will be invoiced for a replacement.

## **1.25. VISITORS**

Should a student wish to bring a visitor to school for the lunch hour they must present a written parental request, and obtain permission from the Principal three days prior to the proposed visit. The Principal will inform the teachers. The visitor must sign in and out of the school at the secretary's office.

## **GENERAL DISCIPLINARY GUIDELINES**

### **1.30. STUDENT RIGHTS & RESPONSIBILITIES**

Students at The International School in Genoa have the right to receive the best possible education. Students have the right to pursue their education in an atmosphere that allows each to realise his/her potential and develop a positive self-image.

Students have the right to expect excellent instruction in keeping with the school's philosophy for learning. Students also have the responsibility to fully develop their potential through participation in various school activities and through service to the community.

In order to ensure student rights, each student has the responsibility to:

- understand that all individuals are accountable for their actions;
- respect himself/herself and the person, property, rights and feeling of others;
- fulfil academic and personal obligations in an honest and truthful manner;
- treat all members of the school community with courtesy and consideration;
- work to resolve conflict peacefully;
- respect school rules and refrain from disruptive behaviour;
- strive to realise personal potential;
- cooperate in maintaining a clean and safe school environment.

### **1.31. STEPS TO RESOLVING DIFFERENCES**

From time to time, students may have difficulty with a decision or hold a differing point of view. In such a situation, a student should address the perceived problem by discussing the decision and/or making a suggestion to improve things with the person most directly involved. The path of resolution for a classroom or instructional issue is the classroom teacher first. Another teacher may be identified as a person to assist in solving problems that continue, such as the student's advisor. If a matter is not satisfactorily resolved at these levels, then the teacher or student may see the Principal or the IB MYP or IB Diploma Coordinator.

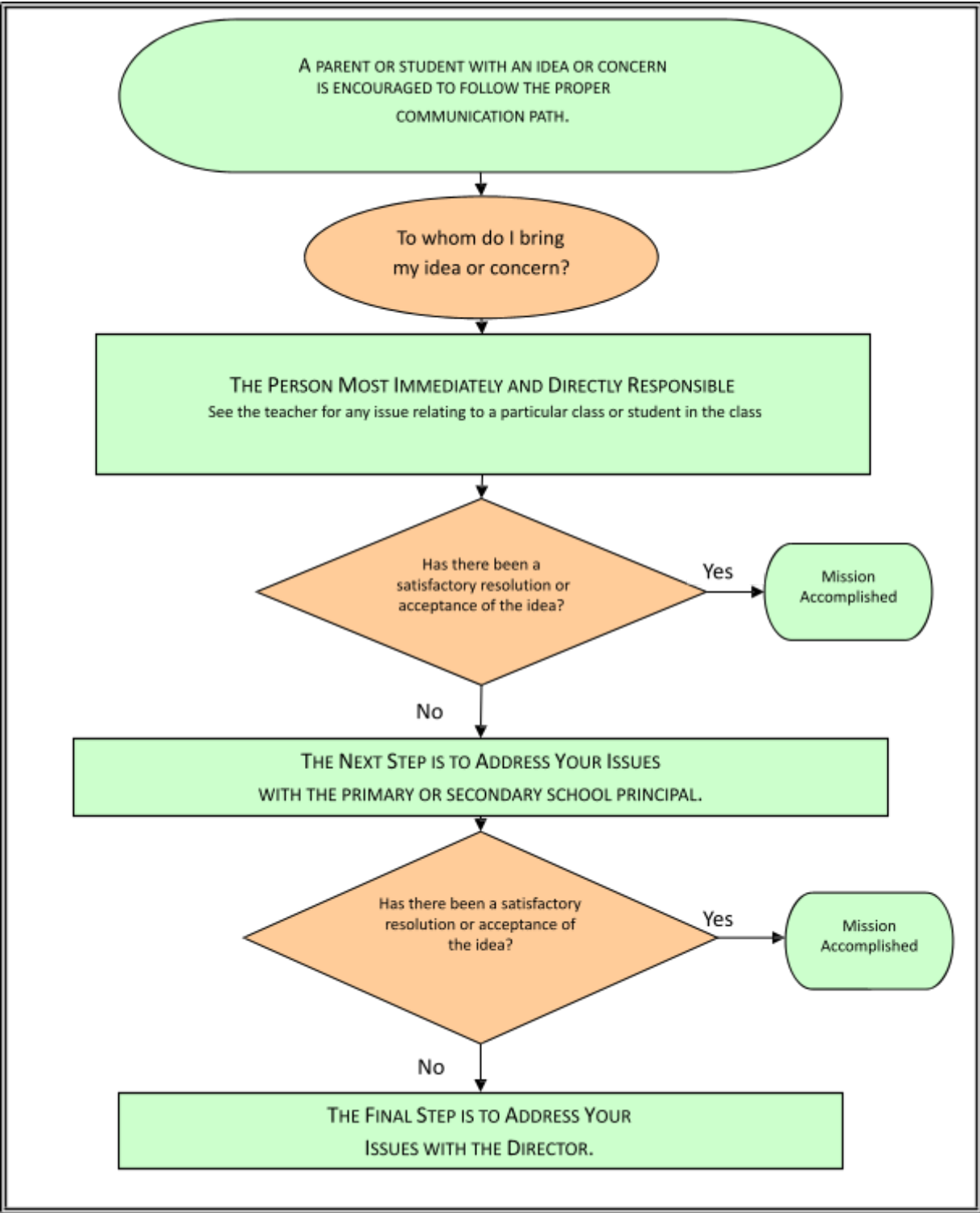
### **1.32. APPEALS & THE COMMUNICATION FLOWCHART**

The appeal procedure will be as follows:

- Decisions made by teachers or any staff member may be appealed to the Principal
- Decisions made by the Principal may be appealed to the Director;
- Decisions involving expulsion may be appealed to the Board of Directors

Please see the **Communication Flow Chart** below for guidance on who to contact if you have concerns, or if you have suggestions for improvements at ISG:

**Communication Flowchart**



### **1.33. HOW WE WORK AT ISG**

We believe that ideas and concerns are best addressed by communicating first with the person who is most immediately and directly responsible. Students should respect the rights and privileges of others and cooperate with members of the school community. They should comply with school rules and regulations and live up to the community standards. If a student is unable to demonstrate appropriate behaviour or adhere to school rules, disciplinary measures are to be taken to assist the student to regain self-discipline and act responsibly.

### **1.34. WHEN EXPECTATIONS OF THE MISSION STATEMENT ARE NOT MET**

Teachers strive to help students realise their potential as worthy and effective members of society. At ISG our disciplinary procedures are based on the theory of restorative justice. This means that any member of the community that has made a mistake or has in some way wronged others or the environment, will be given the chance to correct this action, make amends and will be supported to find a way forward. Therefore, teachers may assist students with their behaviour by:

- Speak to the student to address the issue, reminding the student of the behavioural responsibility; or
- assigning a “time-out” or other appropriate consequence, when the student is encouraged to reflect on his/her behaviour; or
- arranging for a parent conference.

The teacher will always notify parents of disciplinary measures through managebac and continue to work with the parent and student toward the best learning environment for all. For multiple or serious violations of school rules, students may be referred to the Principal or the Director through the use of a [Reflection Ticket](#). Leadership will use their discretion and determine the type of discipline most suitable to correct the situation and guide the student. The Principal/Director may:

- place the student on a [behavioural report card](#) for a time frame to be decided with specific behavioural targets that need to be met. Students will also take part in community service automatically; or
- suspend the student from school for a specified number of days; or
- recommend expulsion of the student to the Board of Directors of the school.

The Director may expel students whose behaviour has an adverse effect on their own welfare or that of the educational community. Decisions regarding expulsion may be appealed to the Board of Directors.

Examples of conduct which may result in probation, suspension or expulsion are:

- truancy;
- cheating;
- acts of plagiarism;
- fighting or physical aggression;
- bullying and cyberbullying;
- stealing;
- damaging or defacing school property;
- accessing or viewing inappropriate websites;
- smoking on school grounds or at school sponsored activities;
- using, possessing, selling or being under the influence of drugs or alcohol at school, or at a school function;

- conduct which disrupts teaching and learning in the classroom;
- conduct which may discredit the school or its members;
- expressed or evident disrespect or antagonism to the school and to its spirit, purpose or procedures.

### **1.35. LIMITATION OF ACTIVITIES**

**Students on probation** may participate in extracurricular activities or attend school-sponsored activities during the period of probation only with the permission of the Principal/Director. **Students who are suspended** may not participate in any extra-curricular activity or attend school-sponsored functions during the period of suspension. **Expelled students** may not attend school or any of its functions.

### **1.36. TERMINATION OF ENROLLMENT**

A student's enrolment may be terminated if he/she is not deemed to be progressing satisfactorily academically, socially or emotionally. Should a student's behaviour have an adverse effect on his/her own welfare or that of the educational community, the student will be excluded from the school and its activities.

### **1.37. PROCEDURES FOR CHEATING & PLAGIARISM**

The rules below are to be applied if and when needed however it is the expectation that teachers will need to have a full understanding of the circumstances in order to finalise a decision. These guidelines are to be applied if and when needed only at the teacher's discretion as teachers may resolve these issues in different ways other than what is listed below, however in all cases parents must be notified. Students must take responsibility for their learning. Students are expected to do their own work and to demonstrate honestly what they have learned. Any instance of academic dishonesty such as plagiarism (using another's work without giving due credit), cheating (using crib notes, looking at another person's work, copying another's homework, allowing your homework to be copied), or using information from the internet or other media without citing sources or talking during a testing session is to result in:

- Automatic zero for the work in the case of a first offence. No opportunity is to be given to make up the zero grade. The document is to be collected by the teachers and filed with the Principal/IB MYP or DP Coordinator. Parents are to be notified.
- Automatic zero for the work with the same above specified notifications and qualifications for a second offence. Additionally, a two-day out of school suspension may be assigned and a meeting of the parents, students and teacher called by the Principal.
- Indefinite suspension pending a recommendation for expulsion for a third offence with a grade of zero being assigned to all work that has been plagiarised.
- In the case of plagiarism or cheating in work for an external diploma or certificate, the school shall notify the external organisation in addition to the above. Given the potential of discrediting ISG under such circumstances, the student may also face expulsion.

### **1.38. PROMOTION TO THE NEXT GRADE LEVEL**

Students are normally promoted to the following grade at ISG provided they have made satisfactory academic progress and have met all school guidelines for attendance and behaviour, and the school feels that they can reasonably expect to benefit from the programs offered in the following year. Promotion to the following grade is clearly indicated on students' final report cards in June.

At the discretion of the Director, students who have failed the current grade and/or not been promoted to the following grade will be given the opportunity to repeat the failed grade at ISG the following year.

The Teachers, Coordinators, Principal and Director will confer with the family in a timely manner if they feel that a student is at risk of not passing the current grade and/or not being promoted to the next grade for any reason.

## ACADEMIC PROGRAMS & EXPERIENTIAL LEARNING

### 1.39. ACADEMIC PROGRAMS OVERVIEW

The school follows an international curriculum, which is oriented toward the core skills such as English (language arts), mathematics, science, and history/geography (Individuals & Societies). English is the language of instruction, and English as a Second Language is offered for students who need support in the English language. Formal Italian instruction begins in the Kindergarten class. This instruction is offered so that the Italian students continue to develop their mother tongue language skills. French and Spanish are offered as additional languages in the Elementary School, while German and Mandarin are also offered as additional languages in the Secondary School.

**The ultimate goal of an ISG education is for the student to earn the International Baccalaureate Diploma. All ISG educational programs are geared toward supporting this goal.**

School Division	School Section	Grade	Age	International Programme followed:
Primary School	Early Childhood	Reception	2	ISG Play Based Learning Programme
		Pre-School	3	
		Pre-Kindergarten	4	Primary Years Programme (PYP)
		Kindergarten	5	
	Elementary School	Grade 1	6	
		Grade 2	7	
		Grade 3	8	
		Grade 4	9	
		Grade 5	10	
Secondary School	Middle School	Grade 6	11	IB Middle Years Programme (MYP)
		Grade 7	12	
		Grade 8	13	
	High School	Grade 9	14	
		Grade 10	15	
		Grade 11	16	IB Diploma Programme
		Grade 12	17	

### 1.40. EXPERIENTIAL LEARNING AND FIELD TRIPS

Experiential learning is an active process which engages the learner, not a passive process that happens to the learner. In 'experiential learning' the experience provides the platform for learning, whilst the careful analysis and reflection of the experience develops the learning. Classes and grade levels may take educational field trips off-campus several times a year in order to facilitate experiential learning. Parents will be informed of the time of departure and arrival, the mode of transportation and the site to be visited. Appropriate adult supervision will be maintained at all times. Parent/guardian permission must be obtained, in writing, for students to participate on the trip. Permission by telephone will not be acceptable, except in extraordinary circumstances. Failure to have a signed permission slip will mean that the child will not participate on the trip and the student will be sent home.

Field trips are considered an essential part of the curriculum and students are expected to attend. Field trips are planned to tie into the subject matter and give the students an opportunity for relevant, practical, experiential learning. Those who cannot participate must have approval from the Director and should stay at home during field trips that take place during one day. For longer field trips, students are expected to attend school and will be required to make up any work that they miss if they do not attend.

Field trips (including overnight trips) to Genoa, elsewhere in Italy, or even to another country may be planned for appropriate grade levels throughout the year.

Students must follow all guidelines laid down by the leader of the trip and individual chaperones. At no time are students permitted to leave the group or location of the trip unless individual permission has been granted. Students are expected to set a good example and represent the school proudly as ISG “ambassadors.” All other school expectations apply to field trips.

Leaving school grounds for participation in a field trip is a big responsibility for any student, and not an automatic right. Teachers reserve the right to refuse a student’s participation in any field trip, especially if they feel that he/she will not be able to handle the responsibility of the trip or event or to behave appropriately.

<b>If the field trip lasts ...</b>	<b>Then students who cannot participate in the field trip should:</b>
Less than one school day ...	Come to school during regular lessons but make plans to go home at the time of the field trip.
An entire school day ...	Stay at home all day.
More than one school day (overnight field trips) ...	Attend school as usual; alternative lessons will be arranged. Students will be required to make up any work missed if they do <i>not</i> attend school during such times.

Field trips (including overnight trips) to Genoa, elsewhere in Italy, or even to another country may be planned for appropriate grade levels throughout the year, possibly including orientation field trips early in the fall.

### **1.40.1. Field Trip Behaviour**

Students must follow all guidelines laid down by the leader of the trip and individual chaperones. At no time are students permitted to leave the group or location of the trip unless individual permission has been granted. Students are expected to set a good example and represent the school proudly as ISG “ambassadors.” All school expectations as detailed throughout this Handbook apply to field trips. Leaving school grounds for participation in a field trip is a big responsibility for any student, and not an automatic right. Teachers reserve the right to refuse a student’s participation in any field trip, especially if they feel that he/she will not be able to handle the responsibility of the trip or event or to behave appropriately.

## **FACILITIES, RESOURCES AND EXTRACURRICULAR ACTIVITIES**

### **1.41. LIBRARY**

The School Library is open from 8:15 a.m. to 4:45 p.m. on school days. Students enrolled in the school, and their parents, may use the library to check out books. There is a section of books for adults which parents are encouraged to donate to, and to check out books for their own reading pleasure.

### **1.42. FACILITIES USAGE PROCEDURES**

The following are the guidelines for booking school facilities:

- Bookings for use of areas must be made in advance through the School Secretary.
- Parents are responsible for their own set-up and must leave the room or area the way it was prior to the event.
- Parents are responsible for cleaning the area after use. They must make sure that all paper and garbage is collected. Brooms can be acquired near the kitchen area.
- Parents are responsible for the behaviour of the children who attend the event and should supervise them at all times. Children are NOT allowed anywhere else on the school campus (i.e., art room, computer lab, science lab, gym, classrooms) for safety purposes.
- The building and campus must be cleared of all people by 5:15 pm.
- School equipment will not be used (e.g. books, cassette players, slide projector, overhead projector, paper, balls, and playground equipment) unless special arrangements are made in advance with the Director.
- There will be a fee for facility usage.

### **1.43. STUDENT SUPPORT SERVICES**

ISG retains the right and responsibility to offer special educational services to its enrolled students when necessary. These services may include, but are not limited to, evaluation, individual remediation, and inclusionary practices. The need, the type and the amount of intervention are to be determined by the school's learning resource specialist (LRS) acting in coordination with the Student Support Team.

The school's aim is to be able to offer an appropriate educational program whereby the student will benefit to his or her maximum ability. In the case that the classroom teacher and the learning specialist cannot meet the student's needs, ISG may refer the student for outside professional evaluation. Following this outside evaluation, the school will determine on what terms its services are appropriate.

These decisions will follow the Student Support Team's procedures for evaluation and will be finalized by the Director.

### **1.44. CAMPUS EVACUATION AND CLOSURE FOR BAD WEATHER**

The security of the campus and our students is a priority. The school has a classroom evacuation plan in place and teachers and students practise the evacuation drill periodically. If a situation threatens the safety of our students in school, we will endeavour to keep them safe until we can get them home. Unless there are reasons to act differently, students will be transported home in the normal fashion at the end of the regular school day. If the school must close early, for example due to snow, students may not leave campus without the permission of the Director.

In the event of inclement weather or other emergencies, which prevent the operation of school buses or other transportation, the Director will initiate the telephone messaging system to notify families that school will not be in session (as per the school's Policy Manual). A message will be left on the school's website.

### **1.45. TRANSPORTATION**

Student school bus service is available for some areas of Genoa and Liguria. Parents should inquire about fees and bus routes at the time of registration. There is no bus service for after school activities.

Students who wish to ride on another bus to visit a friend must inform the school in writing by 12:30 am and must also inform the bus company prior to the actual departure. This will be granted based on availability.

Under no circumstances will a student be permitted to ride on a different bus without having gained permission to do so.

### **1.46. EXTRA-CURRICULAR ACTIVITIES**

Extra-curricular activities are normally scheduled outside of regular school hours. However, the administration may schedule these activities during the school day when appropriate. Activities provide opportunities for leadership and personal growth. Students are encouraged to take part in at least one activity during the school year. Interest and commitment are the most important ingredients for successful participation.

A student participation fee is charged to help financially support the programs. An official program of sports and other activities is published in September of each year.

ISG provides an extensive offering of after-school activities. Offerings often include, but are not limited to, dance, soccer, golf and cooking. Information about after-school activities and how to sign up is sent home in the month of September. Contact the school offices for further information. The school believes that extra-curricular activities are an integral part of the educational program. The scope and variety of activities may vary from year to year, but continuity will be encouraged in the major areas of activities.

The activities are planned to provide the opportunity to:

- broaden outlook;
- deepen social relationships;
- provide practical experience in various fields;
- offer opportunity to pursue areas of particular talent and interest;
- provide a means to gain the satisfaction of superior performance;
- foster school spirit and morale;
- add to the pleasure of the educational experience;
- explore and develop new interests.

### **1.47. STARTING UP OF NEW CLUBS**

If a sufficient number of students wish to organise a new club or activity, and an advisor can be secured, then the school will do all it can to support it.

### **1.48. MODEL UNITED NATIONS (MUN)**

MUN is an acronym for Model United Nations. While the direct participation is limited to the high school, it is something that the entire school community should embrace and of which it can be proud. It teaches students

to understand the ways of the United Nations, to learn its intentions and successes, as well as the obstacles it must overcome. These students take their training to the field as they participate in international conferences that simulate the actual UN (in Italian known as ONU).

All participating students are each given a country (which cannot be the student's own country of nationality or residence). They spend weeks or months researching the culture and policies of that country and preparing their debates on given topics, where they must maintain their country's perspective. During the MUN conference, they participate in formal debates, engage in social activities, and have the opportunity for travel, site-seeing, and hands-on experiences with the host country.

### **1.49. STUDENT COUNCIL**

ISG has a Student Council with elected officers (a president, a vice president, a secretary, and a treasurer) and elected class representatives (one each for grades 3 to grade 8 and two for the High School). The Student Council plays an important role at ISG, as the officers and class representatives must work with students, faculty, and the administration to communicate ideas and to organise and carry out activities, many of which are fun and some of which are of a charitable nature. These activities will require time both during and outside of the regular school day. While every effort is made to keep disruptions to class time as limited as possible, there will be times when Student Council members will need to leave class in order to carry out their duties. It is understood that this is considered a privilege, subject to teacher approval, and that students are still responsible for all work missed during their absence from class. The Student Council is overseen by Student Council Faculty Advisors.

### **1.50. SALTY CATS HOUSE TEAMS**

The ISG school mascot is the "Salty Cat". All Early Childhood students are known as "Salty Kittens" while all other students and staff are known as "Salty Cats". All staff and all students from 1st grade and up are assigned to one of four "Salty Cat" houses: the Blue Sharks, the Green Leprechauns, the Red Dragons, or the Yellow Sea Lions. Each year new students and faculty are inducted into their houses, and during the final "Salty Cat Field Day" event of the year, the kindergarten students are inducted into the houses that they will enter in the first grade the following fall. Students may earn points for their houses throughout the year in a wide variety of ways, including through participation in the various "Salty Cat Field Days," which include sports events, trivia contests, etc. At the end of the year, the house with the most points wins the coveted "Salty Cat" trophy. Involvement in the Salty Cat House Teams is designed to promote cooperation, good citizenship, team spirit, and sportsmanship among all our school community members. The "Salty Cat" house teams are overseen by the Student Council Faculty Advisors.

### **1.51. SCHOOL FUNCTIONS**

School-sponsored functions are open only to ISG students and their approved guests. Only former ISG students or out-of-town guests will be considered. Permission to bring a guest to a school function must be requested in writing and be accompanied by written parental request at least three days prior to the event. The request must be made to the teacher in charge of the event and the Principal/Head of Year/Director. School sponsored functions are supervised and chaperoned by adults who remain until the end of the activity.



THE INTERNATIONAL SCHOOL IN GENOA  
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## SECTION II

### EARLY CHILDHOOD EDUCATION (Reception, Pre-School, Pre-Kindergarten & Kindergarten)

# EARLY CHILDHOOD EDUCATION

Dear Early Childhood Parents,

Welcome to the International School in Genoa Early Childhood programme. It is indeed a year for **GREAT EXPECTATIONS!** For some of you, this will be your first involvement in an International school system in an international setting. We welcome you to take an active part in your child's education and we will keep you informed about our activities, themes, policies, and important information throughout the year. We encourage you to ask questions at any time. We are here to serve as part of the educational team for your child.

This Student and Parent Handbook is to serve as a guideline for a few special policies regarding Early Childhood students at ISG as well as general information on policies. As this is the beginning of their school career, we are anxious to help your children get off to a good start. This includes recognizing their different developmental (social and academic) abilities at this young age.

The year will be filled with fun, growth, surprises, challenges, and great rewards for you, your child, and all of us. Let's enjoy it together!

## 2. EARLY CHILDHOOD PHILOSOPHY

The Early Childhood program at the International School in Genoa offers a curriculum that enables its student body to participate in an international curriculum. Children who do not speak English or are beginning to speak English are immersed in a language-filled environment, teaching them the necessary language structures, vocabulary, listening, and speaking skills. Parent, teacher, student, and community cooperation is highly promoted.

The Early Childhood program believes in the dignity and worth of each student, offering developmentally appropriate activities that promote positive self-esteem and allow children to progress at their own pace. Because the Early Childhood program deals with students from different backgrounds, cultural understanding is promoted. Learning to work and play together is a primary objective in the early years.

Responsibility is an important objective in the Early Childhood program. The initial stages of the program focus on basic caring for oneself and for the immediate environment, branching out later to the school, family, and the community. Teamwork, respect for one another, and sharing through group activities are encouraged. Children have opportunities to express themselves physically and socially and to learn self-reflection, problem solving, and tolerance of personal differences. The program is designed so children will learn through exploration and discovery.

As part of daily room management, children are given opportunities to care for the classroom and other students' belongings as well as their own. Basic manners and awareness of civic responsibilities are taught and promoted.

## **2.1. PARENT TEACHER CONFERENCES / MEETINGS**

There will be two scheduled parent/teacher conferences during each school year. A formal conference will be held in the fall and this is a time for you to individually discuss your child's progress and achievements. The other conference, in the spring, is a student led portfolio conference where your child will tell you and show you the progress and learning that he/she has achieved over the school year

## **2.2. OPEN HOUSE**

This evening program is to be held in the fall to enable parents to meet teachers, who will explain the program of study and student expectations for the year.

## **2.3. RESPONSIBILITY**

One of the most important components of the Early Childhood program at ISG is responsibility. Giving children responsibilities that they can handle helps them to feel needed and successful in all that they do. Starting early with easy skills leads to greater acceptance of responsibility throughout life. Your young child is capable of being responsible for his/her:

- belongings
- backpack
- bathroom habits
- classroom, and playground behaviour

## **2.4. WHAT YOU CAN DO TO HELP AT HOME**

The following are ways that you can help set a good platform for the Early Childhood children to have an enjoyable experience at school:

- Prepare a place for your child to keep his/her school belongings.
- Make sure your child is well rested. This may mean setting an earlier bedtime or changing dinner times. Children need to come to school refreshed and ready to learn.
- While it is important that you speak in your native language at home, it is an excellent idea to learn English, if it is not your first language.
- Many of our notes and newsletters are translated into Italian but our progress reports are in English.

## **2.5. ARRIVAL TIME**

Arrival time in the morning for Pre-Kindergarten is between 8:00 and 8:30. Please do NOT have your child dropped off earlier as we will not have supervision for your child. The reception, Pre-School, Pre- Kindergarten and Kindergarten students can be dropped off at the front entrance.

## **2.6. DEPARTURE TIME**

School ends at 3:30 for Reception, Pre-School, Pre-Kindergarten and Kindergarten students.

The children are to be picked up outside the school in the area designated for Early Childhood. **ANYTIME THERE IS A CHANGE IN THE AFTER SCHOOL PICK UP, YOU MUST LET THE OFFICE KNOW ABOUT THE CHANGE.** We will not send any student home with another person without your permission. This must be communicated to the school office or the classroom teacher. Please keep this in mind when scheduling after-school activities.

## **2.7. THE IMPORTANCE OF BEING IN SCHOOL**

We expect your child to be at school every day (unless ill). Group activities and one to one time with the teacher and other children are vital for growth and continuity. We cannot help your child if he/she is not at school. However, we realise that there are unavoidable times when you must take your child out of class. We ask that you inform us in advance so that we may prepare for the absence.

## **2.8. PLAYGROUND BEHAVIOUR**

All of the children in the Early Childhood program will play in the small playground by our classrooms. There is a sandbox and play equipment for climbing. The playground is designed to be safe for children and the ground is covered with Astroturf to lessen danger and keep dust down. There are some basic rules expected of anyone using the equipment. We want your children to have fun but safety is one of our primary concerns.

## **2.9. PLAYGROUND EQUIPMENT RULES**

Slide: One child at a time may slide DOWN the slide in the sitting position. No climbing up the slide or riding down in another way.

Other Equipment: The Courtyard is supervised at snack time, lunchtime and when the children are outside playing. The playground is UNSUPERVISED after school unless it is being used for a school sponsored activity. THE PLAYGROUND EQUIPMENT IS NOT TO BE USED AFTER SCHOOL.

## **2.10. SNACK**

Pre-School, Pre-Kindergarten and Kindergarten take a mid-morning and afternoon break for a small, nutritious snack. We ask that you send a healthy snack from home.

## **2.11. SNACK AND LUNCH TIME PROCEDURES**

We expect Early Childhood children to begin taking responsibility for activities that they can handle developmentally. We feel all children should be able to eat independently during snack and lunch. Proper eating habits should be modelled at home.

The Pre-School and Pre-Kindergarten teachers and assistants stay with the children for the first twenty minutes while they are eating to assist them as well as encourage them to eat a proper amount so they will have enough energy to finish the day.

## **2.12. SEESAW**

You will be receiving notices throughout the year about special and daily happenings in the class. Sometimes there will be a personal note regarding something specific your child has done well, or needs to work on. Other times the note will be general news to keep you informed. Communication with you is important to us!

## **2.13. SCHOOL SUPPLIES**

Class supply lists will be posted on our website and sent to families before the start of the school year.

## **2.14. CLOTHING / BELONGINGS**

We like to have fun, both in and out of the classroom. Children WILL get dirty, so please keep that in mind as you choose clothing for your child. Please have your child dress in clothes that are appropriate to their level of development. For instance, no tie shoes if your child can't tie yet, belts that the child can open easily, zippers that can be zipped, buttons that can be opened easily, no suspenders or overalls unless your child is able to take them

off easily. The goal is to create successful situations for your child to become independent. Appropriate shoes should be worn for the playground and P.E.

In the winter, we still go out every day if it is not raining. We have found that the layering system is the best way to keep children warm and comfortable. By layering short sleeves, then long sleeves, we can adapt to the many changes in the course of one day.

All belongings need to be marked with your child's name. This helps us to return items that have been misplaced. There is a lost/found box at school for everyone to use as well as a classroom lost/found box. Periodically throughout the year, the items in the lost/found box will be put on display for everyone to see.

## **2.15. TOYS AT SCHOOL**

Children should keep home toys at home unless they have received permission from the class teacher. They are easy to lose, are attractive to other children, and can be broken. There may be special occasions when toys are encouraged, but you will have advance notice. Our school has a wide selection of appropriate manipulative materials and games for students to use in the classroom and on the playground.

## **2.16. ILLNESS AND MEDICATION**

When your child is feeling ill in class, he/she is accompanied to the nurse's office for consultation. Should your child have a fever or a contagious disease, we will notify you as soon as possible so you can pick up your child from school. A physician must always make a diagnosis.

- Your child should be feverless for 24 hours before returning to school.
- If your child has diarrhoea or has been vomiting, 24 hours need to pass free of these symptoms.
- If your child has a bad cough or cold we suggest that the child stays home.



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## SECTION III

# ELEMENTARY SCHOOL

## **ELEMENTARY SCHOOL**

### **COMMUNICATING ABOUT ELEMENTARY STUDENT PROGRESS, ACADEMIC PROGRAMS, AND SCHOOL EVENTS**

#### **3.0 REPORT CARDS**

Elementary students receive report cards two times a year, at the end of each semester (February and June).

#### **3.1 PARENT-TEACHER CONFERENCES**

Elementary teachers hold formal parent-teacher conferences twice per year: in November and April. The spring conference for 1st to 5th Grade students is a student-led conference. However, all parents are free to request an appointment with a teacher at any time during the year by contacting the teacher through the school office. Conducting effective parent conferences is an important responsibility of the teacher. We encourage teachers to contact and conference with parents as needs arise. In particular, when specific problems or those of an on-going nature arise, parents should be notified immediately.

Parents wishing to contact staff members should do so through the school's office or email.

#### **3.2. SCHOOL NEWSLETTERS AND CLASS NEWSLETTERS**

Elementary teachers will send home a weekly communication, via SeeSaw in Grades 1-4 and by email in Grade 5, which may indicate topics being studied, materials needed, commendations, requests, field-trip information or any other classroom related news.

In order to ensure efficient school-home communication, parents should make sure that the school always has the most current contact information for their family, including home address, telephone numbers, and e-mail addresses.

#### **3.3. OPEN HOUSE**

This is an evening event which provides an opportunity for parents to meet the teachers, who will explain the programme of study and student expectations for the year.

#### **3.4. PARTY INVITATIONS**

Parents and teachers must be sensitive to the damage, intended or unintended, that can occur from a student feeling excluded from activities. This is particularly true in the case of student parties and activities. Therefore, unless all boys, all girls, or the entire class are invited to an individual party which will be held off-school grounds or on-school grounds, parents are requested not to distribute party invitations in school. Teachers will not be responsible for arranging or coordinating any aspect of a birthday party.

### 3.5 ELEMENTARY STUDENT PROFILE

In addition to following the ISG Mission themes of Respect, Responsibility, and Reaching for Excellence, Elementary students at ISG will demonstrate the IPC Personal Learning Goals of being:

- Adaptable
- Communicators
- Collaborators
- Empathetic
- Thinkers
- Ethical
- Resilient
- Respectful

### 3.6 ACADEMIC PROGRAMMES OVERVIEW

The Elementary School at The International School in Genoa follows the Primary Years Programme (PYP), which is an inquiry-based program, emphasising students taking an active part in their learning. It incorporates knowledge, concepts, skills, attitudes, and actions. Children develop their knowledge and understanding of language, world studies, mathematics, science and technology, the arts, and personal, social and physical education.

Although much of the learning takes place through inquiry, skills and concepts are also taught separately when appropriate. Students have specialist teachers for classes such as Italian, Physical Education, Computer, Library, and Art. Students will explore the following strands in each of the core subjects:

- I. Language
  - A. Listening and Speaking
  - B. Reading
  - C. Writing
  - D. Viewing and Presenting
- II. Mathematics\*
  - A. Pattern and Function
  - B. Measurement
  - C. Number
  - D. Shape and Space
  - E. Data Handling (Statistics and Probability)

\* All classes in grades 1 to 5 use the Singapore Maths programme to support the Mathematics curriculum.

- III. Social Studies
  - A. History
  - B. Geography
  - C. Sociology
- IV. Science
  - A. Life Science
  - B. Earth and Space Science
  - C. Physical Science
- V. The Arts
  - A. Visual Art
  - B. Music
- VI. Personal, Social, and Physical Education

- A. Self-Concept
- B. Health and Safety
- C. Interaction with Others
- D. Organization for Learning

## **3.7 SCHOOL ATTENDANCE POLICIES**

### **3.7.1 Arrival**

The following are the guidelines for student arrival at school:

- Students may arrive at school starting at 8:00 a.m.
- Parents will not be allowed to drive into the Campus Area.
- Parents who walk their children to school may drop them off only at the school's main entrance. Staff will be on duty from 8:00 a.m. to 8:15 a.m. to escort or direct them to their meeting points inside the school.
- Parents who drive their children to school may drop their children off at the intersection of Via Romana della Castagna and Via Francesco Saveno Broghero.

### **3.7.2. Dismissal**

Elementary students (Grades 1- 5) will be dismissed at 15:40. Parents will be able to pick up their children at the front entrance of the school.

All students must either leave campus or report promptly to their after-school activities. Those students participating in after-school activities must remain there for the entire activity. Parents will be able to pick up their children at the front entrance. No cars will be allowed on campus.

Students taking the school bus must be on time; buses will not wait for late students.

### **3.7.3. Late Arrivals, Early Dismissals**

Any type of absence from school, late arrivals (tardiness), early dismissals, and full-day absences must be justified by a note that explains the cause and date of the absence and that is legibly written, signed, and dated by a parent. A note is required regardless of the type of absence or the reason for an absence. The student should present the written note to the Class or Homeroom teacher on the day of return to school for unplanned absences, or as far in advance as possible for all other absences. The following are guidelines for absence and late arrival:

- Parents need to provide a doctor's certificate if an absence due to illness exceeds five consecutive school days.
- Students who arrive late may not enter class without first reporting to the school office and obtaining written permission to enter class.
- We will consider students who arrive late to any class (or break) during the school day without written authorization to be an unauthorised absence from the class. Students who are absent from classes without authorisation are subject to appropriate consequences.
- Students may not leave the school grounds during the regular school day without written parental permission. They must present the written note from parents to their teacher, who will give them a form to present to the school office immediately prior to leaving the campus.
- Children are expected to make up all missed work caused by an absence.
- The school will record all types of absences and will report these on students' report cards and transcripts.
- The school will contact parents if we are unable to account for a child's absence.
- Students who do not attend school during the day may not participate in any school activities after school or in the evening.

### 3.8. HOMEWORK POLICY OVERVIEW

Home learning should support student academic progress and allow students to feel competent about their studies. Home learning should not only give students the opportunity to strengthen their learning experience, but also give students the chance to express who they are and what they believe and value in terms of their own approaches to learning. Home learning should not be simply “extra work” to get done, and it should be adaptable to individual approaches to learning.

We recommend that Elementary School students should not be completing home learning after 20:00. Educational research shows that adequate sleep is an essential component of effective learning, and if our students do not get enough sleep then it will impact their ability to learn. There is a need for students to relax and have sufficient rest.

GRADE	INFORMAL AND ONGOING HOMEWORK	TOTAL TIME, INCLUDING ONGOING AND CONTENT AREA *
First Grade	Home reading and content area	Up to 100 minutes per week + daily reading
Second Grade	Home reading and content area	Up to 100 minutes per week + daily reading
Third Grade	Home reading and content area	Up to 125 minutes per week + daily reading
Fourth Grade	Home reading and content area	Up to 125 minutes per week + daily reading
Fifth Grade	Home reading and content area	Up to 200 minutes per week + daily reading

\*It is expected that classroom teachers and Italian teachers will coordinate their homework assignments.

**It is the recommendation of the school that home learning should not take place for Grades 1-2 any later than 19:00, and for Grades 3-5 no later than 20:00, unless they're reading a really good book!**



THE INTERNATIONAL SCHOOL IN GENOA  
SINCE 1966

## SECTION IV

SECONDARY SCHOOL

## SECONDARY SCHOOL

### 4.0. INTRODUCTION TO THE SECONDARY SCHOOL

Secondary School consists of our IB Middle Years (MYP), which includes grades 6 through 10, and our IB Diploma Years (DP) which includes grades 11 and 12. The school is currently a candidate school for the MYP and is authorised by the International Baccalaureate Organization (IBO) to offer its two-year Diploma Programme in Grade 11 and 12.

Throughout the years in the Secondary School the students develop the skills, approaches and mindsets needed to become increasingly independent in an adaptable and nurturing environment. They follow a challenging academic program while participating in a variety of activities and field trips that actively involve them in the local community and beyond. At the very heart of the Secondary School program is the IB Learner Profile, which describes those important attributes that we strive to develop and nurture in all our students and that we feel are the hallmarks of a well-rounded, responsible young adult. All of our programs, academic and otherwise, are designed to guide our students towards the acquisition and refinement of the profile attributes.

The early middle years (MYP 1, 2 and 3) is an important transition period as students change and develop in many ways physically, mentally, and socially. Students find the Middle School to be significantly different from their elementary experience. It is essential that students are supported in becoming increasingly independent, self-confident and self-reflective. The students adapt to the requirements of a number of different teachers and work on developing organisational skills as they learn to manage a continual increase in the challenges they face. As well as learning within the classroom, they will also have many opportunities to participate in a wide range of field trips and in-school activities.

The upper middle years (MYP years 4 and 5) continue to follow the philosophy and the academic rigour of the Middle School. In MYP 4 and 5 students follow a programme of studies that will continue to prepare them for the IB Diploma Programme. MYP students in years 4 and 5 will have the opportunity to select options to study, therefore creating a more individualised learning pathway. Students who successfully complete the Diploma Programme will receive an IB Diploma, which will help them gain access to outstanding colleges and universities throughout the world. The Italian Ministry of Education has officially recognized the IB Diploma offered at ISG as the equivalent of a diploma offered at an Italian liceo linguistico, scientifico, or di scienze umane for students who follow a prescribed programme of studies. We challenge students to reach their full academic potential while practising active and responsible citizenship. Our teachers and staff are dedicated to making grades 9 to 12 a unique and different experience. Students in grade 10 will have the opportunity to complete a Personal Project. They will also have service and leadership opportunities and a more rigorous academic challenge that will cater to their unique passions and needs.

In addition, students have varied opportunities to participate in creative activities, sports events, and community service activities in their classes, throughout school, and beyond. Diploma Programme students have specific guidelines that they must follow in order to meet the Creativity Activity and Service (CAS) requirements of the IB Diploma programme, and the entire Secondary School embraces the philosophy of this programme.

The Secondary School years are an exciting time, requiring the patience, perseverance, and participation of all involved students, parents, teachers, and staff. ISG offers a challenging academic program while striving to support and promote each student to grow to his or her maximum capability in a safe and caring environment.

## 4.1. IB LEARNER PROFILE

We encourage all secondary students to make the ISG community themes of **RESPECT, RESPONSIBILITY and REACHING FOR EXCELLENCE** the hallmarks of all their academic and personal interactions at ISG. We also encourage our students to strive to develop the characteristics of 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. IB learners strive to be:

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

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

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

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

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

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

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

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

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

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## 4.2. ADVISORY SUPPORT SYSTEM FOR SECONDARY STUDENTS

### 4.2.1. Secondary Faculty

All Secondary School teachers are available to help when needed; students are encouraged to look upon all teachers as a potential resource for help. If parents desire a conference with a teacher they should make an appointment either directly with the teacher or through the school offices. Parents are encouraged to meet with teachers whenever it is needed. Students may also take advantage of specific teachers according to the

type of need that arises. If you are having any type of difficulty in a certain class, you are encouraged to talk with the teacher involved to try to work out a solution to the problem.

#### **4.2.2. Advisory Teachers**

Secondary Students will be supported in their personal, social and health development through a system called Advisory. There are a number of hours dedicated to this program and each grade level will have 2 or more advisor teachers that are dedicated to all areas of students development whether this is related to academics or non academic issues.

Secondary Advisor Teachers mentor a group of students to assist them with their academic performance, social and emotional development, study habits and workload. Advisor teachers make sure that the student's needs and progress in the overall program receive attention in a timely way. They also dedicate time to the understanding of our Mission Statement values such as compassion, inclusivity and celebration of diversity.

The Advisor teachers will, among other things:

- Co-plan and lead lessons that develop students personal, social, emotional and mental well-being
- Develop meaning and trusting relationships within their group so as to provide an additional layer of support for students in times of need.
- Monitor academic progress, attendance, and behaviour.
- Coordinate and monitor the homework load for their Advisory group of students.
- Communicate with parents, the Secondary Principal, the MYP Coordinator, the IB Coordinator, the Director, the School Counsellor and other support personnel as needed.
- Initiate staff meetings whenever needed to address any issues for an individual student.
- Follow up on long absences.

#### **4.3. OTHER SUPPORT**

Students in the 6th to 10th grades may refer to the MYP Coordinator for any matters related to their program. 11th and 12th grade students may refer to their personal Faculty Advisors and/or the IB Diploma Coordinator, who work individually with those students and help oversee their academic progress. These students also work with an Extended Essay Supervisor. The responsibilities of all these advisors are described in the ISG Secondary School Manual of Academic Programs, IB Diploma Programme, and University Guidance.

All students in the Secondary School can also speak directly with the Secondary School Principal, the School Guidance Counsellor or the Director.

#### **4.4. SCHOOL ATTENDANCE POLICIES**

##### **4.4.1. Start and End of the School Day**

The school day officially begins for all secondary students at 8:15 a.m. To be considered on time, students must be in their first period class ready to start at 8:15. Any student arriving after 8:15 is marked tardy. The following are guidelines for school drop off:

- Morning Drop-off is from 08:00 to 08:10
- Secondary students whose parents drive them to school may be dropped off at the Drop Off point on the road outside of school. School staff are present every day to monitor the road and accompany students into the school.

- Secondary students who walk to school should go directly to the school entrance inside the school gate. At certain times, Secondary students may be asked to enter and exit the school using the door at the back of the gym.
- Secondary students who take the public bus should get off at the COOP stop and proceed to the school entrance.
- Secondary students who come by the school buses will be taken directly to the school grounds.
- The Secondary School day is from 08:15 to 15:40

Students must leave campus promptly at the end of the day according to the above guidelines. This is important both for student safety and to allow after-school activities and staff work / meetings to take place without disruption. Students must not loiter or run around campus after school, even if their parents are present somewhere on school campus.

The school busses will leave campus promptly at 3:50 p.m. and will not wait for tardy students. Students who miss the school bus at the end of the day because they were late will need to go to the school office and call home to make alternative arrangements for transportation. Those students participating in after-school activities or in the after-school student care program must report promptly to the appointed locations and must remain there for the entire activity.

Please also refer to the school guidelines for the “Use of Campus by the School Community” found in this Handbook.

#### **4.4.2. Late Arrivals, Early Dismissals, Absences**

All types of absence from school, late arrivals (tardiness), early dismissals, and full-day absences must be explained by an email that explains the cause and date of the absence and that is written by a parent. Such an email is required regardless of the type of absence (late arrival, early dismissal, full-day absence) or the reason for an absence (illness, religious observance, doctor’s appointment, etc.). The email should be sent to the school secretary and copied to the Advisor teacher as well as the Secondary School Principal. If a student has a planned absence, it is their responsibility to communicate with teachers so that any missed work can be completed.

Students must bring a doctor’s certificate if an absence due to illness exceeds five consecutive school days.

Students who arrive late to school (i.e., after 8:15 am) will be marked as late. Persistent late arrival to school may result in calling the parents to meet with the Secondary School Principal and in some cases, the Director. Students who arrive late to school are a disruption to the class and miss important learning time. We will consider students who arrive late to any class during the school day without permission to be an unauthorised absence. Students who are absent without authorisation are subject to appropriate consequences.

Students may only leave the school grounds during the regular school day with written parental permission and the Secondary School Principal approval.

Students are expected to make up all missed work caused by an absence. Homework may be arranged for secondary students who are absent from school by making arrangements with the subject teacher.

The school will record all types of absences and will report these on students' report cards and transcripts.

The school will contact parents if we are unable to account for your absence.

Students who do not attend school during the day may not participate in any school activities after school or in the evening.

#### **4.4.3. Extended Student Absence**

We strongly discourage the absence from school during periods other than the vacations. Students should be clear that it will be significantly difficult for teachers to reteach or re-test material missed during unexcused absences. Furthermore, students should not expect teachers to generate day-by-day lessons/homework for students during such absences. Teachers can provide a list of activities that reinforce previous learning or will help the student keep up with the pace of the class. This work will be completed at home or during a spare period. In cases of illness, provisions will be made to allow students to make up missed assignments and tests.

#### **4.4.4. Checking in and out of School**

Students, on arrival at school, are not permitted to leave campus without written parental permission. If a student feels unwell at school, the school nurse will notify parents. A written notification from a parent is required when a student is taken out of school during school hours for dental/doctor appointments, etc.

### **4.5. THE SCHOOL DAY FOR SECONDARY STUDENTS**

#### **4.5.1. Daily School Schedule**

The school day officially begins for all secondary students at 8:15 a.m. To be considered on time, students must be in their first period class ready to start at 8:15. Any student arriving after 8:15 is marked tardy. The Secondary School (Grade 6 to 12) schedule is as follows:

08:00 - 08:15	Arrival
08:15 - 09:15	Period 1
09:20 - 10:20	Period 2
10:20 - 10:30	Break 1
10:30 - 11:30	Period 3
11:35 - 12:35	Period 4
12:35 - 13:35	Secondary Lunch
13:35 - 14:35	Period 5
14:40 - 15:40	Period 6
<b>End of Lessons 15:40</b>	
15:45	After school activities begin

### 4.5.2. Time Before, Between and After Classes

While inside the School Building, students are allowed to remain in the hallways only for the time it takes to go to or from class. Students are expected to move in a quiet and orderly manner, promptly but without running, to all classes, breaks and activities.

If students are late to class for a reason that is not justified they will be considered late and/or absent without authorisation and appropriate action will be taken. At the end of the day students should leave campus immediately.

Students can't remain in any classroom without teacher supervision or without appropriate permission.

### 4.5.3. Break and Recess

Students are expected to play safely at all times. They are encouraged to demonstrate empathy by taking turns and actively including other students in their games. The teacher on duty will limit the number of students on the playing field and restrict areas in which students may play for reasons of safety. Students who exhibit inappropriate or dangerous behaviour will be made to sit out for the duration of break or recess and may experience further consequences.

6th - 12th grade students may choose to take part in organised activities during recess time. A copy of the zones and possible activities are listed below. Students may use computers in the library for quiet study. All other forms of technology are prohibited in other areas of the school, throughout the school day.

All students must always follow the rules regarding computer use and behaviour, and must report promptly to class or to lunch at the appropriate time.

	Activity	Location	Days
Zone 1	Chess, Jenga, 4 square, bocce	Inner courtyard	To be decided at start of the school year
	Ping pong, spike ball, swing ball	Side yard	
	Board games and lego	Room 118	
	Chill out - sofa corner	Ground floor stairwell	
Zone 2	Soccer	Field	To be decided at start of the school year
	Adventure park	Nature Walk	
Zone 3	Volleyball or badminton	Gym	To be decided at start of the school year
Zone 4	Study/homework club	Library	To be decided at start of the school year
Zone 5	Art Therapy	Art room	To be decided at start of the school year

#### **4.5.4. Lunchtime**

Students are expected to enter the lunchroom in an orderly manner, waiting patiently in line and being polite and respectful to all staff members. Having collected their food, students are expected to proceed to their seat, having maintained a reasonably quiet and orderly manner.

Students must remain seated for the duration of the lunch period. Students are expected to speak quietly and be respectful at all times to friends, teachers and cafeteria staff. Students are expected to use good table manners at all times. They are encouraged to invite other students, who might otherwise find themselves alone, to eat with them.

Secondary School students will be dismissed one table at a time by the teacher on duty after all tables have been cleaned and approved and the students are quiet. Students will line up by the lunchroom door after lunch then go directly to class or to recess with the duty teacher's approval.

#### **4.6. SCHOOL HOME LEARNING POLICY**

The purpose of homework is to foster the development of the student's ability for independent study and to strengthen and reinforce skills learned in the classroom setting. Students and parents should expect homework to be differentiated. Home Learning should also be used in order to prepare for a lesson or to consolidate previously learned material. Students should dedicate an appropriate amount of time weekly to study and review the skills and content learned in each subject. This is particularly relevant for students in grades 9 to 12. The amount of time required for study and review will vary from student to student and will generally increase as a student progresses through the school. Each student should have a quiet study area to complete his/her homework each evening on a regular schedule. This will promote good study habits and a positive attitude toward school responsibilities.

##### **4.6.1. Amount of Home Learning**

Students may be assigned home learning during the course of the week. If home learning is assigned, it will be so according to the following schedule:

<b>GRADE</b>	<b>INFORMAL AND ONGOING HOME LEARNING</b>	<b>TOTAL TIME, INCLUDING ONGOING AND CONTENT AREA *</b>
Sixth Grade	Home reading and content area	Up to 1 hour per night + daily reading
Seventh Grade	Home reading and content area	Up to 1 hour per night + daily reading
Eighth Grade	Home reading and content area	Up to 1 hour 30 minutes per night + daily reading
Ninth Grade	Home reading and content area	Up to 2 hours per night + daily reading
Tenth Grade	Home reading and content area	Up to 2 hours 30 minutes per night + daily reading
Eleventh Grade	Home reading and content area	Up to 3 hours per night + daily reading
Twelfth Grade	Home reading and content area	Up to 3 hours per night (minimum) + daily reading

**It is the recommendation of the school that home learning should not take place for Grades 6-8 any**

later than 21:00. Although we recognise that High School students may choose to work later than this we do not believe it is beneficial to student learning, and it may have a negative impact on student learning the following day.

#### **4.7. ABSENCES AND MAKE-UP WORK (HW, TESTS, EXAMS) POLICIES FOR SECONDARY STUDENTS**

Students are personally responsible for completing all missed assignments when they are absent for any reason. On the day that they return to school they must:

- Find out about missed assignments and notices by checking with each teacher, Powerschool, and google classroom. They should establish a date by which they must be turned in. (This date should not generally be later than one week after the student has returned to school, unless the student makes special provisions for a longer extension with the teacher on the day he/she returns.)
- Ask to borrow class notes from other students to take home to study/copy. The school holds students responsible for any material (skills, concepts, facts) that was gone over in class during their absence, regardless of the reason for the absence. Students may not use an absence as an excuse for not being prepared for a test or quiz held following the absence.
- Organise a time to make up missed quizzes and tests. It is possible that the make-up work time will be after school, so that students making up work do not miss any more valuable learning time from class.
- Meet deadlines for long and short-term projects.

Any work not made up according to the above guidelines may result in the student not receiving a grade or feedback for that assignment.

#### **4.8. ASSESSMENT, REPORTING AND PROMOTION**

Assessment in an exceptional school takes place in a joyful, safe and caring environment. In our community, we support students' learning by following a carefully engineered process. This allows our teachers to measure their students' level of understanding, their ability to inquire and their use of critical thinking. Assessment allows our students to meet their full potential and develop the skills to be successful in a rapidly changing world.

Assessment enables our students to become self-directed, independent thinkers, capable of teamwork and problem solving in their immediate and global environment.

##### **4.8.1. Principles of Assessment**

Assessment at ISG:

- is a collaborative process involving teachers and students that improves learning by supporting each child in achieving the identified learning outcomes, being also aware of their own strengths and abilities
- enables progress in all important learning goals to be facilitated and reported
- includes explicit processes to ensure that information is valid and is reliable as necessary for its purpose
- is part of a process of learning that enables students to understand the learning criteria and how the quality of their achievement will be judged
- informs the process of planning and decision making used to match instruction to the differentiated needs in each classroom

- promotes the active engagement of students in their learning and its assessment by empowering students with the skills, knowledge and the attitude to taking actions in their own learning
- enables and motivates students, leading to reflecting on, sharing and celebrating their achievements
- combines information of different kinds, including students' self assessments, to inform decisions about students' learning and achievements
- meets standards that reflect a broad consensus on quality at all levels from classroom practice to national policies.

(adapted from Gardner, 2010)

#### **4.8.2. Recording student achievement**

ManageBac is a student data management system that the school uses primarily to record and report student achievement. In addition, ManageBac is also used to:

- Record Service as action experiences
- Curriculum planning
- Attendance
- Report on student progress
- Track behaviour interventions
- Communicate among teachers, administration, students and families
- Produce academic reports
- Recording reflections and assessments for the IB DP core: EE, TOK, CAS

#### **4.8.3. Reporting student achievement**

Student achievement is reported in three ways:

- Report cards - produced twice per year, at the end of each semester
- Parent-teacher conferences - held online once per year at the end of quarter 1
- Student-led conferences - portfolio-based discussions at the end of quarter 3

Reports are produced twice per academic year. Once after the first semester and once at the end of the academic year. Report structure varies depending on the school grade. For IB MYP years summative assessment grades for each criterion that has been assessed are reported after the first semester. In the second semester one final summative grade for the year will be reported using the criterion level totals to assign an overall grade between 1-7 for the academic year. For IB DP years students are assigned a summative grade (1-7) at the end of each semester based on student performance throughout the semester, and the results of the end of semester exams

### **4.9. SECONDARY SCHOOL GRADING POLICY**

Students' summative assessment grades, which are included on the report cards, are an indication of each student's performance at that point in time. This grade will be based upon evidence of student learning during the course of the semester and the school year. High school grade point averages are calculated when they are required by universities for admissions purposes.

#### **4.9.1. Grading Scale**

ISG Secondary School students are evaluated in all subjects according to IB criteria and are graded according to the IB 1-7 summative assessment scale. If required for school transfer or university admission, those marks are converted into percent, letter grades, and/or grade points according to the following conversion scale:

School Descriptor	MYP / DP Grade	Percent Grade	Letter Grade	Grade Points
Excellent performance	7	90 – 100 %	A+	4.3
Very good performance	6	80 – 89 %	A	4.0
Good performance	5	70 – 79 %	B	3.0
Satisfactory performance	4	60 – 69 %	C	2.0
Mediocre performance Conditional Pass	3	50 – 59 %	D	1.0
Poor Performance No credit awarded	2	20 – 49 %	F	0.5
Very poor performance No credit awarded	1	0 – 19 %		0.0

#### 4.10. PROMOTION TO THE NEXT SECONDARY GRADE LEVEL

The school reserves the right not to promote a secondary student to the next grade if he/she has not made appropriate progress during the school year. The school will meet with families and review the placement of any student who receives one or more failing grades for any subject during the year. Furthermore, students from grades 9 to 12 must earn the appropriate number of school credits in these grade levels in order to receive the ISG High School Diploma, as explained in “High School Course Credits and Graduation Requirements” in the ISG Secondary School Manual of Academic Programs, IB Diploma Programme, and University Guidance. Parents and students should note the following school guidelines for students who “Do not earn the credit for a subject and/or the year in the Secondary School:

- If the summative grade of the two semester grades for any subject is less than IB mark 4, the student does not earn the credit for the subject for the year. If the student does not earn the credit for only one subject for the year, but all school attendance and other expectations have been met, then we will promote the student to the next grade “on an academic probation status” for the coming year. In order for high school students to be promoted in this case, they still must be on track to earn enough credits in order to receive the ISG High School Diploma.
- If the student fails two or more subjects for the year, then the student fails the year and the student will not be promoted to the next grade.

Alternative graduation pathways are available for eligible students. These will be discussed with families if appropriate and/or necessary.

## **4.11. GENERAL DISCIPLINARY GUIDELINES**

### **4.11.1. Student Rights & Responsibilities**

Students at the International School in Genoa have the right to receive the best possible education. Students have the right to pursue their education in an atmosphere that allows each to realize his/her potential and develop a positive self-image. Students have the right to expect sound instruction in keeping with the school's philosophy. Students also have the responsibility to fully develop their potential through schoolwork, participation in various school activities and service to the community.

In order to ensure student rights, each student has the responsibility to:

- Understand that all individuals are accountable for their actions, verbal or physical;
- Respect himself/herself and the person, property, rights and feeling of others;
- Fulfil academic and personal obligations in an honest and truthful manner;
- Treat all members of the school community with courtesy, consideration and compassion;
- Work to resolve conflict peacefully;
- Respect school rules and refrain from disruptive behaviour;
- Strive to realise personal potential;
- Cooperate in maintaining a clean and safe school environment.

### **4.11.2. Steps to Resolving Differences**

From time to time, students may have difficulty with a decision or hold a differing point of view. In such a situation, a student should address the perceived problem by discussing the decision and/or making a suggestion to improve things with the person most directly involved or closest to the student. The path of resolution for a classroom or instructional issue is the classroom teacher first. Advisory teachers are also identified as point people to assist in solving problems that continue. If a matter is not satisfactorily resolved at these levels, then the teacher or student may see the Principal or the MYP or IB Coordinator.

### **4.11.3. Procedure for Appealing a Decision**

The appeal procedure will be as follows:

- Decisions made by teachers or any staff member may be appealed to the Principal
- Decisions made by the Principal may be appealed to the Director;
- Decisions involving expulsion may be appealed to the Board of Trustees

## **4.12. VIOLATIONS OF RULES**

Students should respect the rights and privileges of others and cooperate with members of the school community. They should comply with school rules and regulations and live up to the community standards. If a student is unable to demonstrate appropriate behaviour or adhere to school rules, disciplinary measures are to be taken to assist the student to regain self-discipline and act responsibly.

Teachers strive to help students to realise their potential as worthy and effective members of society. Teachers may assist students with their behaviour by:

- Speak to the student and give a verbal warning, reminding the student of the responsibility to behave;  
or
- Assigning a "time-out" or other appropriate consequence, when the student is encouraged to reflect on his/her behaviour.

- arranging for a parent conference.

The teacher will always notify parents of disciplinary measures through Managebac and continue to work with the parent and student toward the best learning environment for all.

For multiple or serious violations of school rules, students may be referred to the Principal or Director, through the use of Reflection Ticket, whose discretion shall determine the type of discipline most suitable to correct the situation and guide the student. The Principal/Director may:

- Place the student on probation with a Behavioural Report Card; and/or
- Assign special work detail after school for a specified number of days; or
- Suspend the student from school for a specified number of days; or
- Recommend expulsion of the student to the Director of the school.

The Director may expel students whose behaviour has an adverse effect on their own welfare or that of the educational community. Decisions regarding expulsion may be appealed to the Board of Trustees. Examples of conduct which may result in probation, suspension or expulsion are:

- Truancy;
- Cheating;
- Acts of plagiarism;
- Fighting; physical aggression; bullying and cyberbullying
- Stealing;
- Damaging or defacing school property;
- Accessing or viewing inappropriate websites;
- Smoking on school grounds or at school sponsored activities;
- Using, possessing, selling or being under the influence of drugs or alcohol at school or at a school function;
- Conduct which disrupts teaching and learning in the classroom;
- Conduct which may discredit the school or its members;
- Expressed or evident disrespect or antagonism to the school and to its spirit, purpose or procedures.

#### **4.13. LIMITATION OF ACTIVITIES**

Students on probation can only participate in extracurricular activities or attend school-sponsored activities with the permission of the Secondary School Principal or Director.

Students who are suspended either on Saturday or for a specified number of days may not participate in any extra-curricular activity or attend school-sponsored functions during the period of suspension.

Expelled students may not attend school or any of its functions.

#### **4.14. TERMINATION OF ENROLLMENT**

A student's enrolment may be terminated if he/she is not deemed to be progressing satisfactorily academically, socially or emotionally. Should a student's behaviour have an adverse effect on his/her own welfare or that of the educational community, the student can be excluded from the school and its activities.

#### **4.15. PROCEDURES FOR CHEATING & PLAGIARISM**

Students must take responsibility for their learning. Students are expected to do their own work and to demonstrate honestly what they have learned. Any instance of academic dishonesty such as plagiarism (using

another's work without giving due credit), cheating (using crib notes, looking at another person's work, copying another's homework, allowing your homework to be copied), or using information from the internet or other media without citing sources or talking during a testing session is to result in

- No grade or feedback will be issued for the work in the case of a **first offence**. The student will be required to redo the work but no grade will be issued. Parents are to be notified.
- In the event of a **second offence**, no grade will be issued and a two-day in-school or out of school suspension is to be assigned after a meeting with the parents, students and teacher called by the Principal.
- Indefinite suspension pending a recommendation for expulsion for a **third offence** with no grade being assigned to all work.
- In the case of plagiarism or cheating in work for an external diploma or certificate, the school shall notify the external organisation in addition to the above. Given the potential of discrediting ISG under such circumstances, the student may also face expulsion.

#### **4.15. USE OF PERSONAL LAPTOP COMPUTERS OR DEVICES**

The use of personal laptops for schoolwork is a privilege that requires a responsible approach from students. This privilege may be revoked at any time if the use of the laptop causes any type of disruption or if it is used for any purpose other than those authorised by the teacher. The school is not responsible for students' personal laptops or other devices; students bring them to school at their own risk.

#### **4.17. FOOD CONSUMPTION**

Student consumption of food, drink, or gum is not allowed in the classrooms other than at break time. The only exception is that students may bring water bottles to class as long as they cause no disruption to the lesson. In exceptional circumstances, i.e. for a party, food consumption should be with the permission and supervision of the teacher.

#### **4.18. TEXTBOOKS**

Students must bring the required textbooks to every lesson. Students are responsible for taking care of all textbooks, regardless of whether they are school property or personal property. Students must promptly replace any lost or stolen textbooks. All textbooks should be clearly identified with the student's name and school year. Teachers will keep an inventory of any textbooks or library books issued by the school; students who do not return them at the end of the year will be subject to the appropriate fines.

#### **4.19. LOCKERS**

The school provides lockers for all secondary students to use to store their personal and school belongings. Students should buy a lock for their locker from the school at the beginning of the year. Lockers remain the property of ISG. The school reserves the right to inspect and search lockers. Where practical, the school will make every effort to ensure that the student is present during locker searches. Students are advised to use locks and should under no circumstances share lockers with other students. Every student is responsible for his/her own allocated locker. Doors must be kept clean. No decals, stickers, writing or other material are to be placed on the outside of the lockers.

The interior of the lockers may be decorated with items that can easily be removed. Requests for locker repairs should be made through the Advisor teachers and/or the Principal. Damage of a locker resulting from misuse will be charged to the student.

Students should not leave money or other valuables in lockers for long periods.

## **4.20. USE OF COMPUTERS**

Students cannot play computer games at break or at recess unless under teacher supervision. Students are always responsible for their work on the computers; excuses will not be accepted. Students are responsible for their own computer memory sticks. Students are expected to abide by ISG's Acceptable Use Policy guidelines for computer use and to follow all guidelines as outlined in "Ethical Conduct for Electronic Users" in this Handbook.

## **4.21. COMMUNICATING ABOUT SECONDARY STUDENT PROGRESS, ACADEMIC PROGRAMS, AND SCHOOL EVENTS**

### **4.21.1. Report Cards**

Secondary students receive report cards twice a year, at the end of each semester. Secondary faculty members also issue continuous feedback following classwork, projects, tests, etc. Feedback is based on assessment criteria and is communicated through ManageBac.

### **4.21.2. Parent-Teacher Conferences**

There are dates placed on the school calendar for parent-teacher conferences. However, Secondary Teachers may schedule parent-teacher conferences throughout the year on an as-needed basis. Parents are also free to request an appointment with a teacher at any time during the year by contacting the teacher through the school office.

Conducting effective parent conferences is an important responsibility of the teacher. We encourage teachers to contact and conference with parents as needs arise. In particular, when specific problems or those of an on-going nature arise, parents should be notified immediately.

### **4.21.3. School Newsletters**

The School will send home a regular newsletter. This newsletter will keep the parents informed on current and upcoming events and general school developments. At various times throughout the year, the Primary and Secondary Principals, Advisory teachers, and individual Faculty members may also send home communications regarding secondary school events and activities.

### **4.21.4. Parent Information Meetings**

These will highlight aspects of our curriculum to the parents. We believe these meetings are an excellent way to highlight the excellent work students are doing at school as well as improving the understanding of the parents of the curriculum and of the goals of the school.

### **4.21.5. Open House**

This evening program is to be held in the fall to enable parents to meet teachers, who will explain the program of study and student expectations for the year.

### **4.21.6. Student Led Conferences**

Each year the teachers and students plan a school day during which the students can show parents examples of their progress. This will be done through the use of a digital portfolio. Students will work on this portfolio throughout the year and parents may wish to see it at any point in order to review the latest completion of projects or reflect on their child's progress and academic development.

## **4.30. CONTACT DETAILS OF FAMILIES AND STAFF**

In order to ensure efficient school-home communication, parents should make sure that the school always has

the most current contact information for their family, including home address, telephone numbers, and e-mail addresses.

Please note that for privacy reasons, it is not possible for any member of the school's staff to disclose any personal information about any other staff member to anyone in the school community. Personal information includes home phone numbers, addresses, cell phone numbers, and e-mail addresses. Parents wishing to contact staff members should do so through the school's office. Parents may also contact teachers through their school email accounts; staff email addresses are listed on the school's website.

## **4.31. APPLYING TO THE ISG HIGH SCHOOL AND IB DIPLOMA PROGRAMME**

### **4.31.1. Applying to Grades 6 to 10**

Any student may apply to enrol in the ISG Secondary School. Applicants for Grades 6 to 10 will be considered based on their previous academic records, keeping in mind that the programme of studies prepares students for the rigours of the IB Diploma Programme in Grade 11 and 12. Previous attendance at ISG, even with passing grades, does not constitute a guarantee of admission to the ISG Secondary School.

### **4.31.2. Applying to Grade 11 or 12**

All Grade 11 & 12 students at ISG follow a course of studies based on the International Baccalaureate Diploma Programme, regardless of whether they intend to seek the full IB Diploma, IB Certificate courses, or only the ISG High School Diploma. Any student may apply to enrol in the 11th grade at ISG, although previous attendance at ISG, even with passing grades, does not constitute a guarantee of admission to the IB Diploma Programme at ISG. Please also note that any applications for enrolment in the IB Diploma Programme at ISG after the start of the school year will be considered at the discretion of the Director.

### **4.31.3. High School Transfer Students**

Any student transferring from another High School into the ISG High School (from grade 9) can transfer in the same number of credits as allowed in any one year in ISG. It will only be possible to recognise this credit at the time of admission and not at any other time. Students transferring from a national or non-English speaking other school who may have undertaken a different course of study in their prior school may be granted alternative credit, up to the year of entry. For example, a student entering in the Grade 10 may have credit granted up to the Grade 9. All recognition of credit for work done at a previous school is at the discretion and final approval of the Director.

N.B. Students transferring into Grade 10 or 11 who have not completed the ISG listed number of electives may be given special exemption.

## Reflection Ticket

Reflection Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Student name: \_\_\_\_\_ Advisory group: \_\_\_\_\_

Teacher: \_\_\_\_\_ Time sent: \_\_\_\_\_ Leadership member : \_\_\_\_\_

1. Did you get to the point where you were not using your thinking brain? Yes ☐ No ☐

2. What were the signs that you were not in your thinking brain (or you had 'flipped your lid')?

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3. What strategies from your Focus Plan did you use to help self-regulate?

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4. What did your teacher do from your Focus Plan to help you de-escalate, or stay in your thinking brain?

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5. When did you last review your Focus Plan?

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6. Which of our School's Values did your behavior not meet?

Circle each dot point that applies in this situation.

Respect	Responsibility	Reaching for Excellence
<ul style="list-style-type: none"> <li>• Treating classroom and other's belongings with care</li> <li>• Being honest and trustworthy</li> <li>• Allowing others to feel safe and to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Being prepared for learning</li> <li>• Using diary and Google Classroom to keep track of work requirements</li> <li>• Helping others in class and encouraging peers to behave appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Working positively with class members and teacher</li> <li>• Encouraging others for their efforts or achievements</li> <li>• Approaching classwork with a positive attitude</li> <li>• Setting achievable goals</li> </ul>

		and seeking feedback on progress • Assisting others to achieve their goals • Taking pride in your own work
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9. Which dot point/s do you need to remember, and focus more on in your next class with this teacher?

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10. Leadership comments

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WHAT TO DO NEXT?

Take this form with you to have a conversation with your teacher at the time circled below.

Last 5 minutes of lesson	Break 1	Recess	After school
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*(teacher to circle the best time)*

Please ask your teacher to write a brief comment on how the restorative conversation went:

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TEACHER SIGNATURE: \_\_\_\_\_

**IT IS THE STUDENT'S RESPONSIBILITY TO RETURN THIS FORM TO THE PRINCIPAL.**

**\* Principal will need to bring these tickets to advisory meetings**

## Appendix 2



At The International School in Genoa, we believe in a restorative justice approach to behaviour for learning.

This means that when a student makes a mistake, our approach is to provide opportunities for growth and to move the student forward in a positive way. There are steps and levels to this approach. Here is a student-friendly version.

Low Level Disruption	High Level Disruption
<ul style="list-style-type: none"> <li>Talking and chatting</li> <li>Disturbing other children</li> <li>Calling out</li> <li>Not getting on with work</li> <li>Fidgeting or fiddling with equipment</li> <li>Not having the correct equipment</li> <li>Purposely making noise to gain attention</li> </ul>	<p>This is characterised by behaviour that undermines the entire learning process, such as :</p> <ul style="list-style-type: none"> <li>• Outright refusal to obey rules,</li> <li>• Rudeness,</li> <li>• Verbal abuse (of anyone),</li> <li>• Aggression/violence,</li> <li>• Inappropriate physical contact</li> <li>• Dangerous behaviour</li> <li>• Bullying behaviour</li> <li>• Repetitive bad behaviour</li> </ul>
<p>These things may happen:</p> <ul style="list-style-type: none"> <li>• Redirection from the teacher</li> <li>• 5 min 'time out'</li> <li>• Changing of seat, etc</li> <li>• Managebac note home to parents &amp; advisor</li> <li>• Reflection/Exit ticket procedure</li> <li>• Meet with teacher at another time to discuss behaviour</li> <li>• Meeting with the parents</li> <li>• <b>Behaviour report card</b></li> </ul>	<p>This behaviour is immediately disruptive in this first instance and needs to be dealt with straight away.</p> <p>This may include immediate removal from the classroom and immediate involvement of heads of school.</p> <p>Possible outcomes</p> <ul style="list-style-type: none"> <li>• <b>Behaviour report card</b></li> <li>• <b>Internal or external suspension from school</b></li> </ul>

	Student Approaches to Learning
Target 1	
Target 2	
Target 3	

*\* Teachers - please initial the period boxes*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Day: \_\_\_\_\_

Periods

Student Approaches to Learning	1	2	3	4	6	7
Target 1						
Target 2						
Target 3						

Additional teacher comments:

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Leadership or Advisor comments:

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Parent Signature: \_\_\_\_\_

Parent comments:

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*\* Teachers - please initial the period boxes*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Day: \_\_\_\_\_

Periods

Student Approaches to Learning	1	2	3	4	6	7
Target 1						
Target 2						
Target 3						

Additional teacher comments:

Leadership or Advisor comments:

Parent Signature: \_\_\_\_\_

Parent comments:



*\* Teachers - please initial the period boxes*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Day: \_\_\_\_\_

Periods

Student Approaches to Learning	1	2	3	4	6	7
Target 1						
Target 2						
Target 3						

Additional teacher comments:

--

Leadership or Advisor comments:

--

Parent Signature: \_\_\_\_\_

Parent comments:

--



*\* Teachers - please initial the period boxes*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Day: \_\_\_\_\_

Periods

Student Approaches to Learning	1	2	3	4	6	7
Target 1						
Target 2						
Target 3						

Additional teacher comments:

Leadership or Advisor comments:

Parent Signature: \_\_\_\_\_

Parent comments:



*\* Teachers - please initial the period boxes*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Day: \_\_\_\_\_

Periods

Student Approaches to Learning	1	2	3	4	6	7
Target 1						
Target 2						
Target 3						

Additional teacher comments:

Leadership or Advisor comments:

Parent Signature: \_\_\_\_\_

Parent comments:



*\* Teachers - please initial the period boxes*

### **Community Service**

The purpose of community service is to spend time in a different environment, to contribute to the community in some way and to understand how to have a positive impact on others.

Planned activity:

Supervising adult:

Comments:

Supervising adult signature:

