



THE INTERNATIONAL SCHOOL OF GENOA
SINCE 1966

Parent and Student Handbook

The International School of 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

VALUES PLEDGE

The International School of Genoa's Values Pledge derives from our mission statement of Respect, Responsibility and Reaching for Excellence. It is a declaration and a commitment by each member of the community to adhere to these values and to always conduct her/himself in the most honorable way. This pledge requires that we hold ourselves to the highest possible standards of personal integrity and commitment, in the same way we hold academic achievement and rigor in the highest regard.

Our students created a visual representation to highlight what they believe to be the most important characteristics of an ISG community member. Each member of our community is honor bound to demonstrate these values, which our students chose as the most important.



WHOLE SCHOOL INFORMATION

Contacting the School

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

Website: www.isgenoa.it

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

In the Primary School, please contact your child's Homeroom teacher in the first instance for questions.

In the Secondary School, please contact your child's Advisor in the first instance for questions.

Important terms

PYP: Primary Years Programme

MYP: Middle Years Programme

DP: Diploma Programme

PLT: Primary Leadership Team

SLT: Secondary Leadership Team

WLT: Whole School Leadership Team

Illness and Medication

If your child becomes unwell during the school day, they will be accompanied to the school nurse for assessment. Parents will be contacted if their child needs to be collected. Children with a fever, a contagious condition, illness, or symptoms that prevent them from participating comfortably in the school day should not attend school. To help protect the health of our school community:

- Children must be fever-free for at least 24 hours without fever-reducing medication before returning to school.
- Children who have been vomiting or have had diarrhea should remain at home until they

have been symptom-free for at least 24 hours.

- Children with a persistent cough, significant cold symptoms, or other contagious conditions should remain at home until they are well enough to return and are no longer contagious.

ISG reserves the right to request a medical certificate before a child returns to school if they have, or are suspected of having, a contagious illness or condition, in order to protect the health and wellbeing of the school community.

If a student requires medication during the school day, parents must notify the teacher and school nurse in advance. All medication must be provided to the nurse in its original packaging with clear instructions, and the classroom teacher must also be informed.

Students with chronic medical conditions, severe allergies, or other health needs requiring an Emergency Health Plan may be authorized to carry or access emergency medication as outlined in their individual care plan. Parents are responsible for informing the school of their child's medical condition, providing all required medical documentation and certificates, supplying medication that is clearly labelled and within its expiration date, and promptly updating the school when there are any changes to their child's health needs or individual care plan.

Please note that the school nurse is available to manage illnesses or injuries that occur during the school day. Aside from exceptions, the nurse cannot provide ongoing treatment, dressing changes, or continuous care for injuries or medical conditions that occur outside of school.

Visitors and Campus Security

To help keep our campus safe, all parents and visitors must sign in at the School Office each time they enter the school. Parents should not go directly to classrooms or classroom hallways during the school day, to help maintain a safe and uninterrupted learning environment. Elementary students arriving after 8:15 a.m. must check in at the School Office, as the school's inner entrance doors are locked once the school day begins. If collecting a child early, please notify the classroom teacher in advance so your child can be sent to the School Office at the designated time. At dismissal, parents are asked to wait in the designated collection area for their child's class, as communicated by the classroom teacher. The campus is protected by locked exterior doors, security cameras, and on-site security personnel. Pets are not permitted on campus unless they are part of a school-approved educational programme or are certified service animals.

Emergency Procedures

To promote a safe school environment and comply with health and safety regulations, ISG conducts regular emergency drills, including fire and lockdown drills, throughout the school year. These drills are a routine part of the school programme and are conducted in a calm, age-appropriate manner so that students become familiar with school safety procedures. Children may occasionally talk about participating in these drills at home, and families should be reassured that they are a normal part of school life. Emergency evacuation maps and fire extinguishers are located throughout the school, and staff receive regular guidance on emergency procedures.

Photographs And Social Media

In accordance with parental permissions, ISG may photograph or record students during learning activities and school events for use in school publications, newsletters, the yearbook, the school website, and official social media channels. To protect student privacy and confidentiality, parents and visitors are asked not to post photographs, videos, or the names of other students on social media or other public platforms.

Nut-Aware School

ISG is a Nut-Aware School, which means that while we cannot guarantee our campus is completely nut-free, we work together as a community to minimize the risk of exposure for students with severe allergies. To help keep all students safe, nuts and foods containing nuts must not be brought to school. This includes snacks, lunches, birthday treats, class parties, and any other food shared at school. It is imperative that all families follow these guidelines to help us provide a safe and inclusive learning environment for every member of our school community.

School Supplies

Class materials and supply lists will be sent home in June for returning families, as well as posted on ISG's website. New families will receive the list before the start of the school year. Parents will be advised when students' materials need to be replaced or replenished.

Lost and Found

Lost items are kept in the Lost and Found area near the main staircase. Unclaimed items are displayed several times during the year before being donated to a local charity one week after the summer holiday begins. To help prevent lost items, please label all coats, jackets, lunch boxes, water bottles, and other personal belongings with your child's name.

Field Trips

At ISG, we use the rich cultural, historical, and natural resources of Genoa and the surrounding area to extend learning beyond the classroom. Field trips are an important part of the educational programme, helping students apply their learning, deepen their understanding, and develop social skills through shared experiences. Learning from field trips is revisited and extended in the classroom and attendance is expected. If parents choose not to have their child participate, they must notify the classroom teacher in writing as soon as possible, as student numbers affect transportation and admission costs. Please note that the school cannot provide alternative supervision for students who do not attend a scheduled field trip.

Class Placement

Each year, students are placed with a different classroom teacher to provide new learning experiences and opportunities for growth. Teachers and principals carefully compose classes to achieve a balanced mix of gender, international representation, language proficiency, learning needs, and social dynamics. To ensure a fair and equitable process, parents are asked not to request specific teachers or class placements unless there are exceptional circumstances that the school may not already be aware of.

PRIMARY SCHOOL

The Primary School at ISG includes our **Early Childhood Programme** (Reception, Pre-School, Pre-Kindergarten, and Kindergarten) and **Elementary School** (Grades 1–5). As an IB Continuum School, Primary students follow the IB Primary Years Programme (PYP), which provides a seamless educational journey through inquiry-based learning in a caring and inclusive environment. The programme nurtures each child's holistic development while fostering independence, curiosity, and a lifelong love of learning.

Primary Student Profile

In addition to living the ISG Mission through Respect, Responsibility, and Reaching for Excellence, Primary School students are expected to develop the attributes of the IB Learner Profile. Through meaningful learning experiences and reflection, students grow as confident, compassionate, and internationally minded learners who take responsibility for their actions and make a positive contribution to their communities.



Language Usage

English is the language of instruction at ISG and is used throughout the school day across all subjects, activities, and interactions, with the exception of Italian lessons. As all teachers are language teachers, the development of English is integrated into every aspect of learning through full immersion and meaningful communication. As an international school, we value multilingualism and encourage students to draw on their home languages to deepen understanding and support learning. While English remains the primary language of communication, our youngest learners, particularly in Early Childhood, may be supported in Italian or their home language, when appropriate, to ensure their wellbeing, comfort, and successful transition into an English-speaking environment.

Home-School Communication

Primary teachers communicate regularly with families to support a strong home-school partnership.

Weekly class updates are shared through Seesaw and include learning highlights, upcoming topics of study, important dates, field trips, celebrations, and other classroom news. Teachers can also be contacted by email (firstname.lastname@isgenoa.it).

Teachers make every effort to respond to parent messages on the same school day. However, as they are teaching throughout the day, they may not be able to access email or Seesaw immediately. If you have an urgent message, please contact the School Secretary, who will ensure the information is communicated promptly.

Parents are responsible for keeping the school informed of any changes to their contact information, including home address, telephone numbers, and email addresses.

Seesaw

Seesaw is the primary communication platform used in Primary School. In addition to weekly class updates, teachers share announcements, photographs, and learning experiences throughout the year, providing families with a window into their child's learning. Seesaw also includes a built-in translation feature to support communication with multilingual families. New families will receive login information from their child's teacher and are encouraged to check Seesaw regularly.

Open House

In the beginning of the school year, ISG holds an Open House evening where parents are given an opportunity to meet their child's teachers, visit the classroom, and learn about the year's programme, routines, and expectations. Teachers explain their approach to teaching and learning, answer parents' questions, and lay the foundation for a strong home-school partnership.

Parent-Teacher Conferences

Two formal conferences are scheduled each school year. Parent-Teacher Conferences are held in the fall and spring and provide an opportunity for parents and teachers to discuss each child's progress, strengths, and learning goals. There is no school for students on these days. In addition, a Student-Led Conference is held in the spring, during a regular school day, when children proudly share their classroom, learning experiences, and activities with their parents, giving families a firsthand look at how they learn. Additional conferences may be scheduled at any time during the school year at the request of either parents or teachers.

Learning Support

ISG is committed to providing appropriate learning support to help students access and succeed in the educational programme. Through the ISG Referral Process, support may include individual or small-group instruction, classroom accommodations, consultation with teachers, and other targeted interventions.

School-based learning support is provided for up to three hours per week. Support needs are

determined collaboratively by the Learning Support Team, classroom teachers, Primary Principal, and, where appropriate, the Director. When additional support is required, the school may recommend an external evaluation, develop an Individualised Educational Plan (IEP), and follow its Tiered Model of Support to determine appropriate interventions and funding.

ISG works in partnership with families to meet students' educational needs. The school reserves the right to decline or discontinue enrolment if it is unable to provide an appropriate educational programme or if a collaborative partnership with the family cannot be maintained.

Daily Schedule

Early Childhood Daily Schedule:

08:00 - 09:00	Arrival and Morning Free Play
09:00 - 11:00	Morning Class Time and Morning Snack
11:00 - 12:35	Lunch and Playtime
12:35 - 13:35	Reception Preschool Nap Time (flexible schedule)
12:35 - 15:20	Afternoon Class Time and Afternoon Snack
15:20	Dismissal

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 and Recess
12:35 - 13:35	Period 4
13:35 - 14:35	Period 5
14:40 - 15:40	Period 6
15:40	Dismissal

Early Childhood

ISG's Early Childhood Programme is guided by the principles of the IB Primary Years Programme (PYP), providing a safe, caring, and stimulating environment that encourages play, inquiry, and discovery, with English as the language of instruction. Through meaningful experiences and purposeful play, children explore, ask questions, and make connections while developing strong foundations for future growth. Learning takes place in both our rich indoor and outdoor environments, where children create, collaborate, and build confidence, independence, and agency

as learners. As an Eco-School, sustainability is part of our everyday life. Through hands-on experiences and time spent in our natural surroundings, children begin to develop an appreciation for the environment and an understanding of how they can care for and contribute to the world around them. Working in partnership with families, we nurture each child's holistic development and inspire a lifelong love of learning and a growing capacity to be compassionate, responsible, and adaptable members of our international community.

Responsibility

Developing responsibility is an important part of our Early Childhood Programme. Through age-appropriate responsibilities, children build confidence, independence, self-regulation, and respect for themselves, others, and their environment.

Children are encouraged to take responsibility for:

- their personal belongings and backpack
- becoming more independent with bathroom routines
- eating and cleaning up after themselves
- moving safely and respectfully throughout the school building
- caring for the classroom environment
- safe and respectful behaviour in the classroom and on the playground

Home-School Partnership

Children develop responsibility and independence most successfully when home and school work together. Families can support their child's transition to school by:

- Providing a consistent place at home for school belongings and encouraging your child to pack and unpack their own backpack.
- Establishing healthy routines, including an early bedtime, so your child arrives at school well rested and ready to learn.
- Encouraging your child to become increasingly independent with daily routines, such as dressing, using the bathroom, eating, and tidying up after themselves.
- Continuing to speak your home language while encouraging exposure to English whenever possible. Maintaining a child's first language supports overall language development and the acquisition of English.
- Reading school communications regularly.

Assessment

Assessment in the Early Childhood Programme is based on ongoing observation of children as they play, explore, and interact. Recognising that every child develops at their own pace, teachers use these observations to monitor individual progress, plan meaningful learning experiences, celebrate growth, and identify each child's next steps for learning.

Report Cards

Report cards are issued twice a year, at the end of each semester in February and June, and provide families with meaningful information about their child's growth, development, and progress. In addition to these formal reporting periods, parents are encouraged to maintain ongoing communication with their child's teacher(s) and may request a meeting at any time during the school year. Reception families receive a narrative report describing their child's development, adjustment, and transition into the school environment. From Preschool through Kindergarten, report cards provide a holistic overview of each child's growth and development across key developmental areas. Progress is reported on a developmental continuum that recognizes each child's stage of development rather than using grades. Teacher comments celebrate strengths, highlight progress, and identify next steps for continued learning.

Attendance and Absences

Regular attendance is essential in the early childhood years. Consistent routines help young children develop a sense of security, build positive relationships, strengthen independence, and support their social, emotional, language, and cognitive development. We therefore expect children to attend school every day unless they are ill.

We understand that there are occasions when a child may need to be absent for family reasons or leave school during the day. Whenever possible, please notify the school in advance so that we can prepare for your child's absence and support a smooth transition. This is especially important in the case of planned, prolonged absence.

Arrival at School

The school day begins at 8:15 a.m. For our youngest learners In Reception, Preschool, PreKindergarten and Kindergarten, we offer a flexible arrival period from 8:00 to 9:00 a.m. to support a calm, positive transition into the school day. This allows children time to settle into the classroom, greet their teachers and classmates, and begin their morning routines at a pace that supports their social and emotional wellbeing.

Please do not bring your child to school before 8:00 a.m., as supervision is not available before this time unless prior arrangements have been made for Before Care (see Before Care section below). Reception, Preschool, Pre-Kindergarten, and Kindergarten students may be dropped off either at the front entrance or directly at their classrooms. Students who arrive to school with Cairo Car are met at the bus and accompanied into their classrooms.

Dismissal

Reception, Preschool, Pre-Kindergarten, and Kindergarten students are dismissed at 3:20 p.m. Parents are asked to wait in the designated Early Childhood pick-up area outside the school building. This procedure helps ensure an orderly, calm, and safe dismissal while allowing teachers to clearly identify the adult collecting each child.

If there is any change to your child's usual dismissal arrangements, you *must* notify your child's classroom teacher before dismissal. For last-minute changes to your child's dismissal arrangements, please contact the School Office directly, as classroom teachers may not be able to check Seesaw or email during the school day. For the safety of our students, children will only be released to their authorized caregiver unless the school has received prior permission from a parent or guardian. Please keep this in mind when making arrangements for after-school activities or playdates

Before and After School Care

If you require your child to be dropped off before 8:00 a.m. or picked up after 3:20 p.m., supervised care is available from 7:30–8:00 a.m. and 3:45–5:20 p.m. for an additional fee. To arrange this service, please contact our After School Activities Coordinator, Valentina Risso, at valentina.risso@isgenoa.it.

Snack

Reception, Preschool, Pre-Kindergarten, and Kindergarten students enjoy a mid-morning snack and an afternoon snack each day in their classrooms. Please provide two healthy snacks from home, each packed in a clearly labelled container with your child's name. Snacks should be nut free. Students should also bring a labelled water bottle to school each day. Healthy snacks and regular hydration help children maintain their energy, concentration, and readiness for learning throughout the day.

Lunch

Developing independence is an important part of our Early Childhood Programme. At lunchtime, children are encouraged to eat independently, make healthy choices, and practise good table manners. Lunch is served in the ISG cafeteria at child-sized tables, where teachers eat with the children in a warm, family-style setting. Mealtimes foster independence, social skills, and a sense of community. If your child has any food allergies it is imperative that you communicate this with their teacher and provide a medical certificate to the school, which will be shared with the school nurse and catering staff. Menus are developed with Pedevilla Catering Company and a child nutritionist to provide balanced, nutritious meals. The monthly menu is available on the school's website, and the weekly menu is shared in the *Weekly News* bulletin.

Clothing

Children learn best when they are comfortable and dressed for active play. Please choose clothing that supports your child's growing independence, including shoes and fasteners they can manage on their own. Appropriate footwear should be worn for outdoor play and Physical and Health Education (PHE). All students should keep a labeled change of clothes at school that is appropriate for the season.

At ISG, we believe there is no such thing as bad weather—only inappropriate clothing! Children play outdoors every day and regularly participate in Forest School, where they explore nature, mud, and rain. Please provide a labelled rain suit and rain boots so your child can participate comfortably in all

weather. Expect your child to get messy—it's part of learning.

Playground Safety and Supervision

Outdoor play is an important part of the Early Childhood Programme, supporting children's physical, social, and emotional development. Our courtyard provides a safe environment with age-appropriate equipment and a soft, impact-absorbing surface. Children are expected to use the equipment safely, follow staff directions, and treat others with respect. The playground is supervised by school staff during scheduled outdoor playtimes. For safety reasons, playground equipment may only be used under staff supervision, including during the Before and After Care programme.

Birthday Celebrations

Students are welcome to celebrate their birthday at school by bringing a small treat to share with their classmates. Birthday celebrations are held at the classroom teacher's discretion and at a time that best fits the day's schedule. Families are responsible for providing all necessary supplies, including plates, cups, napkins, and utensils if needed. Birthday treats must comply with the school's Nut Aware policy.

Elementary School

Academics

The Primary School at the International School in Genoa follows the International Baccalaureate Primary Years Programme (PYP), an inquiry-based framework that encourages students to take an active role in their learning. Students develop knowledge, conceptual understanding, skills, and the ability to take responsible action. The curriculum includes language, mathematics, science, social studies, the arts, social emotional and physical education, while critical thinking, collaboration, creativity, and reflection are fostered.

While inquiry provides the context for learning, ISG also places a strong emphasis on the explicit teaching of essential knowledge and foundational skills. Core literacy, numeracy, and communication skills are taught systematically and practised until students achieve mastery, providing the strong foundation needed for deeper inquiry, critical thinking, and the application of learning in authentic contexts.

As an Eco-School, sustainability is woven throughout our curriculum and school life. Students develop an understanding of environmental stewardship and are encouraged to take meaningful action as responsible local and global citizens.

The English and Italian programmes are closely coordinated to support language development through purposeful connections across the curriculum and translanguaging practices. This integrated approach enables students to develop strong literacy skills in both languages while meeting the expectations of the Italian Ministry of Education and Merit. English and Italian language acquisition support is also provided for students who are developing proficiency in either language.

In addition to their classroom programme, students receive specialist instruction in Music, Visual Arts, Physical and Health Education (PHE), and Library.

Teachers use a range of research-based programmes and instructional resources to support literacy, numeracy, wellbeing, and digital citizenship.

Recognition by the Italian Ministry of Education and Merit

In 2023, ISG was awarded recognition as a “*scuola paritaria*” by the Italian Ministry of Education and Merit (*Ministero dell'Istruzione e del Merito*) for the elementary school. This recognition confirms that ISG meets Italian national educational standards in teaching and learning, including the study of Italian language and culture, while continuing to provide an internationally focused education.

Responsibility

Developing responsibility is an important part of our Elementary School. As children grow, they are encouraged to become increasingly independent, organised, and accountable for their learning, behaviour, and contributions to the school community. Students are encouraged to take responsibility for:

- arriving at school prepared and on time
- managing their belongings and learning materials
- completing assignments and meeting expectations
- accepting responsibility for their actions and learning from mistakes
- demonstrating respectful and responsible behaviour throughout the school

- caring for the learning environment and shared resources
- contributing positively to the classroom and wider school community
- reflecting on their learning and setting goals for improvement

School Behaviour

At ISG, we believe that positive behaviour is developed through strong relationships, clear expectations, and restorative practices. Behaviour concerns are addressed through a supportive, collaborative process:

- Classroom support: The teacher works with the child using positive, restorative strategies and age-appropriate consequences to teach and reinforce positive behaviour.
- Home-school communication: If concerns continue or become a pattern, the teacher contacts parents and informs the Primary Principal.
- Additional support: The Primary Principal works with the child, teacher, and parents to develop a Behaviour Support Plan and identify any additional supports.
- Monitoring progress: The child's progress is reviewed regularly, and the support plan is adjusted as needed.
- Serious or repeated concerns: Significant or ongoing behaviour concerns are managed by the Primary Principal in partnership with the teacher and family and may result in further consequences, including suspension in exceptional circumstances.

Home School Partnership

Children thrive when home and school work together. Families can support their child's success by:

- establishing consistent routines for sleep, homework, and school attendance
- encouraging independence by allowing children to organise their school materials and complete age-appropriate tasks on their own
- reading with your child regularly and encouraging a love of reading
- continuing to develop your child's home language while encouraging growth in English
- reading school communications regularly and maintaining open communication with teachers
- encouraging your child to reflect on their learning, solve problems independently, and take responsibility for their actions

Assessment

Assessment in the Elementary School is designed to support and improve learning. Teachers use ongoing assessment throughout each learning unit to monitor progress, provide meaningful feedback, and adapt instruction to meet students' needs. At the end of each Unit of Inquiry, students reflect on their learning and set goals for continued growth. Students also complete standardised assessments, including MAP Growth, along with assessments of reading, phonics, and mathematics skills, to monitor their progress over time, identify individual strengths and needs, and guide instruction. Rather than focusing on numerical grades, we provide descriptive feedback that celebrates strengths, identifies next steps, and encourages students to take ownership of their

learning.

Technology and Digital Citizenship

At ISG, technology is used purposefully to enhance learning, while recognising that young children learn best through play, exploration, and direct interaction with people and the world around them. School devices are used intentionally when they add value to learning. Students are explicitly taught how to use technology safely, responsibly, and ethically as positive digital citizens. Personal electronic devices should not be brought to school from Grade 1 through Grade 4 unless requested by a teacher. Beginning in Grade 5, students are required to bring a laptop to school, where they develop the research, organisation, collaboration, and digital citizenship skills needed for Middle School. Parents and students are expected to follow the school's Technology Responsible Use Policy.

Report Cards

Report cards are issued twice a year, at the end of each semester in February and June, and provide families with meaningful information about their child's growth, development, and progress. In addition to these formal reporting periods, parents are encouraged to maintain ongoing communication with their child's teacher(s) and may request a meeting at any time during the school year.

Elementary School report cards provide a comprehensive overview of each child's academic achievement, social-emotional development, work skills, and progress in the specialist subjects of Physical and Health Education, Music, and Art. Student progress is reported on a four-point continuum that reflects growth toward grade-level expectations. Teacher comments celebrate strengths, identify next steps, and guide continued learning. When appropriate, Learning Support teachers also provide a progress report outlining individual goals and achievement.

Homework

Homework in the Elementary School reinforces classroom learning, builds independence, and encourages good study habits. It is intended to review and practise concepts that have already been taught and should be completed independently by students. Parents are encouraged to provide a supportive learning environment, but if a child is consistently unable to complete homework independently, families should inform the classroom teacher so that appropriate support can be provided.

Grade	Amount of Time per day	Content	Purpose
1	5-10 min math 10 min reading with parents	- Reading aloud, phonics - Reading log - Basic math skill review	Strengthen literacy and numeracy skills through daily reading, math practice, and growing independence.
2	5-10 min math 15 min reading	- Independent/paired reading - Reading journal	Develop reading independence, comprehension, math

Grade	Amount of Time per day	Content	Purpose
		- Basic math skill review	fluency, and responsibility through consistent practice.
3	5-10 min math 15 min reading + writing a short response	- Independent reading - Short response - Math skill review	Strengthen reading comprehension, written expression, math skills, and independence through consistent practice.
4	10-15 min math 20 min reading + writing a response	- Independent reading - Reading responses - Math skill practice and reviewing new content	Strengthen critical thinking, written expression, mathematical reasoning, and independence through consistent practice.
5	10-15 min math 20 min reading + writing a response *occasional project	- Independent reading - Reading responses - Math skill practice and reviewing new content *Research and Inquiry	Develop independence, organisation, research, and inquiry skills in preparation for Middle School.
Italian	Home Learning is given one week in advance for grades 1-5 30 min per assignment	- Reading 1x per week - Grammar 1x per week	Strengthen Italian language skills, bilingual development, and organisational habits through consistent weekly practice.

Attendance

Regular attendance is essential for academic success and is expected of all Elementary students. Consistent attendance enables students to fully participate in classroom learning, develop positive relationships, and make steady progress in all areas of the curriculum. Students should attend school every day unless they are ill or there are exceptional circumstances.

Student Absences

Regular attendance is essential for student learning, wellbeing, and success. We expect students to attend school every day unless they are ill, as consistent attendance supports academic progress, positive relationships, and full participation in school life.

If your child will be absent, please notify both the school secretary and the classroom teacher by 8:15 a.m. on the day of the absence, preferably by email or through Seesaw. Absences may only be reported by a parent or guardian. If an absence is planned for reasons other than illness, parents must submit a written request to the Primary Principal at least one week in advance. Such requests are approved only in exceptional circumstances.

Students who are absent from school during the day may not participate in after-school or evening school activities unless permission has been granted by the Primary Principal.

If a student needs to miss part of the school day on a regular basis due to medical appointments, therapy, or participation in competitive athletics, parents must discuss the arrangement with the Primary Principal in advance. Parents are responsible for supporting their child in completing any missed learning, where appropriate. The school reserves the right to deny or discontinue such arrangements if they significantly interfere with the student's education.

When students are absent due to illness, our priority is that they rest and recover. Teachers are not expected to prepare schoolwork during short-term absences. For extended absences supported by a medical certificate, families should contact the classroom teacher to discuss appropriate learning support. Schoolwork will not be provided for family travel or holidays, although teachers may recommend independent reading or practice of key literacy and numeracy skills.

Excessive absences may affect a student's academic progress and, in accordance with school policy and Italian educational requirements, may place promotion to the next grade at risk.

Arrival

Students may arrive at school from 8:00 a.m. Please do not bring your child to school before 8:00 a.m., as supervision is not available before this time unless prior arrangements have been made for Before Care (see Before Care section below). If a child arrives before this time without this arrangement, they must remain in the reception area until 8:00 a.m. The school day begins promptly at 8:15 a.m. Students are expected to be in their classrooms, ready to begin learning, by this time. Students arriving after 8:15 a.m. must sign in at the front entrance before going to class. Parents should notify the classroom teacher if their child will arrive late.

To ensure the safety of all students, parents may not drive onto the school campus. Students should be dropped off at the school's main entrance or at the designated drop-off point at the intersection of Via Romana della Castagna and Via Francesco Saveno Broghero, where ISG staff supervise students as they enter the building.

After the first few weeks of school, elementary students are expected to walk independently from the entrance to their classrooms. Developing this independence is an important part of building students' confidence, responsibility, and self-management skills. Staff members are present throughout the building to guide and support students as needed.

Dismissal

Elementary students (Grades 1–5) are dismissed at 3:40 p.m. Parents should collect their children from the main entrance of the school. For the safety of all students, vehicles are not permitted on campus except in special circumstances with permission from the Director. Students using the school bus service will be escorted to the cafeteria, where they will be supervised until boarding their assigned bus.

Students participating in after-school activities should report directly to their activity at dismissal and remain until it concludes. Activities finish at 4:45 p.m., and students should be collected promptly from the main entrance.

If a child needs to leave school before the end of the day or there is a change to their usual dismissal arrangements, parents must notify both the School Office and the classroom teacher in writing. For last-minute changes to your child's dismissal arrangements, please contact the School Office directly, as classroom teachers may not be able to check Seesaw or email during the school day. Students leaving early must be signed out at the School Office by a parent or authorized adult and will only be released with prior written authorization. Families using the school bus service must also notify the transportation provider directly of any changes. If no written notification is received, the school will follow the child's usual dismissal arrangements. If there is any uncertainty, the school may require collection by a parent or authorized adult.

After dismissal, all students must either leave campus or report directly to their after-school activity. The courtyard and field are not supervised after school unless they are being used as part of a school-sponsored activity. For safety reasons, playground equipment may not be used after school without school supervision.

Before and After School Care

If you require your child to be dropped off before 8:00 a.m. or picked up after 3:20 p.m., supervised care is available from 7:30–8:00 a.m. and 3:45–4:45 p.m. for an additional fee. To arrange this service, please contact our After School Activities Coordinator, Valentina Risso, at valentina.risso@isgenoa.it.

Snack

Primary students have a morning snack break at 10:20 a.m. Please provide one healthy snack from home. First Grade students also have an afternoon break and should bring 2 snacks. All snacks should be nut-free. Elementary students are not permitted to use the vending machines. Students should also bring a labelled water bottle to school each day, that they can use throughout the day to stay hydrated. Healthy snacks and regular hydration help children maintain their energy, concentration, and readiness for learning throughout the day.

Lunch

Lunchtime provides students with opportunities to make healthy choices, practise good table manners, and enjoy time with their peers. Lunch is served in the ISG cafeteria, and weather permitting, grades 3-5 students may also eat outdoors.

If your child has a food allergy, please inform the school and provide a medical certificate. This information will be shared with the school nurse and catering staff.

Menus are developed with Pedevilla Catering Company and a child nutritionist to provide balanced, nutritious meals. The monthly menu is available on the school's website, and the weekly menu is shared in the *Weekly News* bulletin.

Physical and Health Education

Physical Health and Education (PHE) is an integral part of the school's educational programme, and all students are expected to participate unless medically exempt. Students must wear the ISG PHE uniform and appropriate sports shoes for all PHE lessons. PHE kits can be purchased through the front office. To help prevent lost items, families are asked to clearly label all PHE clothing and personal belongings. If a student is unable to participate in PHE for medical reasons for more than three consecutive days, a medical certificate from a doctor is required. For absences of three days or fewer, a written note from a parent or guardian is sufficient.

Birthday Celebrations

To promote an inclusive school community and avoid children feeling excluded, party invitations may only be distributed at school if the entire class, all boys, or all girls are invited. Invitations for smaller gatherings should be

distributed outside of school. Teachers are not responsible for organizing, coordinating, or communicating about private birthday parties. Students are welcome to celebrate their birthday at school by bringing a small treat to share with their classmates. Birthday celebrations are held at the classroom teacher's discretion and at a time that best fits the day's schedule. Families are responsible for providing all necessary supplies, including plates, cups, napkins, and utensils if needed. Birthday treats must comply with the school's Nut Aware policy.

SECONDARY SCHOOL

The secondary school is made up of the Middle Years Programme (Grades 6-10 correspond to MYP 1-5) and the Diploma Programme (Grades 11-12). The school is also sometimes divided into the Middle School (Grades 6-8) and the High School (Grades 9-12).

The Secondary School Day

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	Period 4
12:35 - 13:35	Secondary Lunch and Recess
13:35 - 14:35	Period 5
14:40 - 15:40	Period 6
15:40	Dismissal

Academics

Assessment & Recording Student Achievement

In the MYP students are assessed based on 4 criteria (A, B, C, D) which are different for each subject. Within this, students receive a grade of 1-8 for each summatively assessed piece of work. In the DP students are assessed based on Assessment Objectives (AOs) which are different for each subject. Where possible, assessments in the DP will follow the structure and content of the final DP exams, and for summative assessments students will usually be given a grade from 1-7.

Students receive formative feedback throughout their units of learning (which include comments on positives, and next steps to improve) and summative feedback following a summative assessment at the end of each unit (which includes comments but also a grade). There will be at least one written feedback on a formative assessment and one written feedback on a summative assessment per unit, provided on Managebac. This feedback will be available within two weeks of the assessment. Students and parents are encouraged to read, discuss, and engage with this feedback.

Additionally, students receive a Mid-Semester Narrative Report card (written feedback per each subject on positives, and next steps to improve), within this teachers may actively request to speak with specific students/families to discuss steps to improvement for Parent-Teacher Conference day.

The End of Semester Report card includes grades, in on scale of 1-7 for both MYP and DP, and a comment on whether changes have been seen, if a conference was requested in the Mid-Semester Report card.

The report card and conference cycle happens twice per year, once per semester. Report cards are emailed to parents, but also available on Managebac.

Missed Assessments

There are some instances where students unavoidably miss formative or summative assessments. In some, but not all, cases students will be given the opportunity to make up these missed assessments. The kinds of instances where students will be given the opportunity to make up the missed assessment are when (a) the absence is justified (e.g. due to an illness or due to formal appointments (e.g. visa renewals), but *not* due to 'Family Reasons' - for illness and formal appointments notes of attendance/evidence may be requested), and (b) the assessment is of a format which means it can be taken asynchronously (e.g. a written test might be appropriate to take at a later date, but not participation in a group presentation).

If the student is eligible to make up the assessment, they must make up this missed assessment by the end of the following school week: e.g. missed assessment on Wednesday of week 1, they could make it up on Homework Club Thursday Week 1 or Tuesday or Wednesday Week 2 or Thursday Week 2. It is the responsibility of the student to reach out to the teacher to ask if they can make up for the missed assessment and when. In some circumstances, where the assessment is something like a presentation, the teacher may organise for the student to make up this assessment in another manner.

When a student does not make up the missed summative assessment, the student will receive a grade of either N/A (not applicable) or Zero. This will be recorded on Managebac with a note from the teacher explaining why the grade has been given.

- N/A = a student missed a summative assessment due to justified and excused absence and it is not appropriate for them to catch up the assessment (either due to the format of the assessment, or they have been absent for such a long period that new units of study are well underway).
- Zero = a student missed a summative assessment, did not organise to make up the assessment/was prompted to attend a homework club to catch it up (or another method of catch up with the teacher), did not go/refused to catch up within the timeframe.

For all High School Semester Exams, if a student misses an assessment/exam they will only be given the opportunity to make it up if they provide a doctor's note regarding this absence. If no note is provided, then the student will receive a zero for this exam.

Academic Integrity

The below is a digest of the 'Academic Integrity Policy'.

1. All assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression.
2. Unreferenced use of AI is not acceptable; students must properly acknowledge and cite AI-generated content in accordance with the school's academic integrity standards.
 - a. AI may be used only when explicitly permitted by the teacher and in ways that are transparent and ethical. When AI tools are used, students must clearly acknowledge how they have supported the learning process (for example, for brainstorming, feedback, or language support).

Using AI to generate work that is submitted as a student's own, to bypass learning, or to gain an unfair advantage is considered a breach of academic integrity. *'Artificial Intelligence Policy'*

3. Where sources are used or referred to, whether in the form of direct quotation, paraphrase, image, video, music or sound, such sources must be fully and appropriately acknowledged as outlined in the age-appropriate expectations of ISG.
4. Students do not share their work with other students if they must submit it as their own, individual work. Students do not ask other students for copies of their work.
5. Collaborative work must be specified by the teacher, as producing an assignment with another person is collusion and therefore a form of academic dishonesty.
6. Cheating of any form is forbidden.

Any instance of confirmed academic dishonesty will follow the stages outlined in the table below:

ISG Internal actions and consequences	
Stage	Action taken / consequences
1	In some cases, situations related to academic misconduct will be dealt with directly with the teacher. If needed, students may be referred to the librarian for support and guidance in academic referencing. The teacher will record the event in ManageBac.
2	An automatic zero for the work in the case of a repeat occurrence. No opportunity is to be given to make up the zero grade. The work is to be collected by the teachers and filed with the Principal/IB Coordinator where appropriate. The teacher will record the event in ManageBac.
3	An automatic zero for the work in the case of a further occurrence. Additionally, a two-day out-of-school suspension may be assigned and a meeting of the parents, students and teacher called by the Principal/IB coordinator. The teacher will record the event in ManageBac.
4	Indefinite suspension pending a recommendation for expulsion for repeated occurrences with a grade of zero being assigned to all summative work. The teacher will record the event in ManageBac.

In the case of plagiarism or cheating in work prepared for submission for an **external qualification** (e.g. the IB DP internal assessment work or final exams), 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. The teacher will always notify parents of disciplinary measures and continue to work with the parent and student toward the best learning environment for all.

Home Learning

This is a digest of the 'Home Learning Policy'.

- Teachers will ensure that all deadlines for home learning tasks are entered on ManageBac, with more than one day given to complete these tasks.

- Teachers will provide full and clear details, including the attachment of associated digital documents (where applicable) in the ManageBac entry. Information about the assignment should be included on Managebac, along with the time estimate e.g. Complete worksheet on xxxxxx (spend 30 minutes).
- Certainly, teachers will mark (with a tick or cross) via Managebac whether a student has completed their home learning task - it is important that parents monitor whether home learning has been done via regularly checking Managebac.

Missing homework:

- Accepting late submissions is at the discretion of the subject teacher, the teacher is within their right to not accept late submissions or submissions not given in the method required (e.g. the student did their homework but did not upload it to Managebac, as specified by the teacher).
- If a student misses 3 homework assignments for a class, they will be required to attend Homework Club to catch up on these missed homeworks. Parents and students will be notified of this via a Managebac Behaviour Note. Attendance at homework club is in this instance compulsory, and takes precedence over other commitments in or out of school.

Students absent from lessons

When students are absent from lessons (e.g. for illness or pre-approved absences), then teachers will post learning and work activities on ManageBac.

Graduation requirements (Grades 11-12)

This is a digest of the 'Graduation Requirements' policy.

Attendance: Students who accrue 10 excused or unexcused absences per class per semester will have their graduation progress reviewed by SLT and a support plan will be put into place if required. The Director will review any student who accrues more than 20 total absences for the year in order to determine whether the graduation requirements have been met.

Course credits: In Grades 11 & 12 students must enrol in a programme with a minimum of 5 academic courses. Students who have not completed the graduation requirements by the end of their 12th Grade year, may, at the discretion of the Director, receive a Certificate of Attendance in place of the graduation diploma.

In exceptional circumstances a student may be granted an exemption from graduation requirements at the discretion of the Director.

Promotion to the next grade level (Grades 6-10)

This is a digest of the 'Graduation Requirements' policy and 'Language Policy'.

Attendance: Students who accrue 10 excused or unexcused absences per class per semester will have their promotion to the next grade level reviewed by SLT and a support plan will be put into place if required. The Director will review any student who accrues more than 20 total absences for the year in order to determine whether the promotion requirements have been met.

Middle Years Programme: In general, a student will be deemed to have met the minimum requirements for promotion into Grade 11 when, by the end of Grade 10, he or she has successfully completed the MYP, including having achieved an end of year assessment grade of at least a 4 or higher and satisfactory attendance in all MYP subjects and the MYP Personal Project.

Language Requirements: Students wishing to attend Grade 9 must be able to demonstrate at least an intermediate level of proficiency in English (Level B1/B2, Common European Framework of Reference for Languages) and students entering in Grade 10 or above must be able to demonstrate at least an advanced level of proficiency in English (Level C1/C2, Common European Framework of Reference for Languages). Students with English levels below this may still be admitted to ISG, but will be expected to undertake, at an additional cost/private, an intensive English language course in order to reach the required level of language proficiency.

School Sports, Activities and Clubs: All students must participate in at least one after school activity during the year. This activity may be completed outside of the school programme.

Service-learning: Students should be involved in at least one service-learning project each year that is of significant duration and commitment.

If a student has not met the above criteria, or otherwise falls short of ISG expectations, they may (but not certainly) be admitted to the next grade level, but not as an MYP candidate or full DP candidate. This is at the discretion of the Secondary Principal and Director.

Textbooks & Educational Supplies

Families are responsible for purchasing most student textbooks & materials. A list of required textbooks & materials for the following school year is shared with families at the end of each school year and is also available on the ISG website. Students are expected to come to school prepared to learn with their resources (including basics such as pens, pencils, a calculator, and a fully charged laptop), and should expect Managebac Behaviour Notes if they fail to come to school/class prepared.

Students who damage or lose materials which are the property of ISG will be invoiced for a replacement, report cards and/or transcripts will be withheld for damaged or lost materials until payment is made.

Wellbeing & Behaviour

Advisory Programme

At ISG, we believe that every student thrives when they feel known, supported, and guided — not just academically, but as a whole person. Our Advisory Programme is designed to provide each student with a consistent point of contact: an advisor who gets to know them individually, tracks their progress, and helps them navigate the challenges and opportunities of secondary school.

Each student is placed in an advisory group, meeting weekly with the advisory. This relationship allows advisors to spot concerns early, celebrate achievements, and offer guidance on everything from time management and

study habits to friendships and future planning. Advisors also serve as the first point of contact for parents, helping to build a strong partnership between home and school.

We know that the secondary school years bring rapid change — socially, emotionally, and academically. The Advisory Programme exists to make sure no student goes through that journey unnoticed or unsupported, and that parents always have someone to turn to with questions or concerns.

In advisory class, each grade level will spend time covering age-appropriate topics such as internet safety, anti-bullying, conflict resolution and physical and emotional development.

Behaviour Practices

ISG is committed to a positive, respectful learning environment built on our core values of Respect, Responsibility and Reaching for Excellence. Our approach to behaviour is proactive and restorative rather than punitive, and follows a staged, three-tier model:

- **Stage 1 - Universal Support:** All teachers use consistent classroom routines and a Quick Response Toolkit (redirection, restorative conversation, warnings, reflection ticket) to manage low-level negative behaviour in the moment.
- **Stage 2 - Targeted Support:** If concerns persist, the student's Advisor coordinates with subject teachers, and the student may be placed on a daily, report card with specific goals, reviewed regularly with families.
- **Stage 3 - Intensive Support:** For ongoing or more serious concerns, a Study Team (which may include the Advisor, Support teacher, School Psychologist, and Assistant Principals) works with the family to agree a tailored support plan.

Positive behaviour is actively recognised through praise, certificates, and community celebrations.

Parents are asked to reinforce expectations at home, communicate openly with the school, and support any agreed report card or behaviour plan.

For full details, including definitions of behaviour categories and staff responsibilities, please see the complete Behaviour Policy.

Anti-Bullying Practices

ISG staff members are committed to the protection and promotion of the well-being of every member of our community. We believe that high-quality learning can only take place in a joyful, safe and caring environment. ISG's Mission Statement charges us to provide a school environment in which everybody feels respected and takes responsibility for their actions. Feeling safe is an essential condition for high quality learning

Consequently, we take bullying seriously. We will work at all times to provide an environment free from bullying, harassment and violence. We will work with school professionals, and local services providers and agencies when needed, to support our students in being responsible and productive members of the community.

This Anti-Bullying policy applies to all members of the community. At ISG we believe that:

- Bullying is not simply about difference; it may occur because of people's inability to accept and value differences.
- Bullying can include racist or sexual harassment or discriminatory behaviour.
- Bullying can involve violence.

- Bullying concerns everyone.

Please read our full Anti-Bullying Policy to understand how we define bullying, the roles and responsibilities of all members of our community, responses to and consequences of bullying behaviour.

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.
- All students must wear appropriate kit and footwear for PHE lessons. On the days that students have PHE lessons, they should have with them a change of t-shirt and a pair of sports trainers.

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.

Health & Safety

WRITTEN BY ELIZABETH

Technology

This is a digest of the 'ISG Technology Usage Policy'.

School rules regarding the use of devices (including laptops and mobile phones) are in effect as soon as you enter the building, when school opens, until the end of the school day (**3:40pm**) and/or in supervised school clubs (**till 4:45 pm**).

Device (laptop) Use Permitted:

- During lessons for educational purposes under teacher supervision
- During study periods (Grade 11 & 12) for educational purposes
- In designated study areas (library corridor)
- When instructed by a member of staff
- To access research materials
- Collaborate on academic work (when permitted by the teacher)

- Use devices during afterschool clubs **under supervision**

Device Use Not Permitted:

- To play games or watch non-educational videos
- Streaming non-educational content
- Use VPNs or personal hotspots to bypass school monitoring
- An iPad is not permitted to be used to take *any* pictures in school

If students are not using their laptop in an appropriate/authorised manner, the device may be removed by leadership for the day.

Mobile Phone Use

Mobile phones are not permitted to be used by any student during the school day. Headphones are not permitted to be used by any student during the school day.

Step 1: A student has used a phone (or headphones), or it is visible. The phone will be given to reception. Teacher records behaviour note on ManageBac. A parent/guardian must come to school to collect it from the secretary at the end of the school day. The phone cannot be released to the child. If the parent/guardian cannot collect it at the end of the school day, it can be collected another day.

Step 2: A student has used a phone again, or it is visible. The Secondary Leadership Team will be in contact to arrange a meeting with the family to discuss the issue, and the student will be required to hand in their phone at the beginning of every school day moving forward.

Digital behaviour is treated in the same way as face-to-face behaviour. Expectations of respect, safety and integrity apply at all times. ISG staff and students should adhere above all to GDPR and other legislation/policy as laid out in the ISG IT and GDPR policy.