



**THE INTERNATIONAL
SCHOOL ABERDEEN**

Every Child. Every Opportunity.

ELEMENTARY SCHOOL

Student/Parent Handbook 2017-2018





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Every Child. Every Opportunity.

August 2017

Dear Elementary School Families

It is a pleasure to welcome you to the International School of Aberdeen! I hope that you will find the descriptions in this handbook both informative and helpful.

At ISA, education is a continuous process. In the Elementary School, we recognise and address the broad range of developmental needs of children aged three to twelve years. Our educational plans foster the intellectual, social, physical and emotional development of each child by involving students in purposeful, relevant and challenging activities. Students learn to express themselves, to be attentive listeners, to understand what they need and to be at home using technology. They work in an environment marked by high expectations and encouragement. We believe that optimal learning occurs when there are positive partnerships characterised by positive and constructive feedback among children, staff, family and community.

The School recognises the effects of transition and change on its students. We support students in transition from home to school and from school to school by encouraging positive social interactions. At the beginning of each year, and again whenever a new child enters a class, activities are incorporated which help each class and each individual to quickly "gel" as a positive and productive team and as individually motivated learners.

ISA is located in a beautiful part of Scotland, ideal for family field trips. Our school is housed in a state-of-the-art facility, new from August 2010, and is close to Aberdeen City. All Elementary classes take advantage of opportunities to enjoy the cultural richness of Aberdeen and its surrounding area. Field trips are a regular feature of the school experience.

The school day is from 8:15am until 3:00pm. Kindergarten finishes at 2:00pm until 22 September 2017.

It is my privilege to be serving as ISA's Elementary School Principal. With our fabulous students, talented professional staff, supportive community and outstanding facilities, ISA has all of the ingredients for continued success.

My best wishes for a wonderful year ahead.

Sincerely

A handwritten signature in black ink, appearing to read 'Don Newbury', written in a cursive style.

DON NEWBURY
Elementary Principal

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ISA Vision and Mission

Exceptional Care for Every Child

Our Vision

The International School of Aberdeen (ISA) is locally and internationally recognized for excellence in education.

Our Mission

ISA's mission is to deliver excellence in education through a safe and caring learning environment. Our students are challenged to reach their maximum potential through academic success and personal growth, becoming learners for life and socially responsible, active global citizens.

We provide students with a comprehensive university preparatory education utilising best practices in education from around the world. We serve our internationally diverse student body through a partnership of excellent staff, committed parents, and an involved community.

Our Values

Exceptional Care for Every Child

Respect

We respect ourselves and others' rights, property, opinions and diverse ways of life.

Excellence

We strive to challenge ourselves as individuals and in collaboration with others.

Diversity

We celebrate our diversity and believe that each person is unique, valuable, and worthy of respect.

Community

We care for and embrace the "ISA Family".
We recognise our responsibility to promote wellbeing and an environmentally-friendly lifestyle.

Integrity

We strive to be honest and truthful in our actions.
We encourage and nurture each other.

Service

We strive to instil a sense of responsibility to our school, local, and global communities.

Learning Expectations

Learning expectations are broad-based behaviours, performances and skills that students are expected to demonstrate upon completion of our school programme. They become criteria for designing school curriculum based on future trends and challenges, current research and knowledge of what students will need to know and be able to do.

- **Analytical and Creative Thinking** by studying and applying a variety of resources and a basic core of knowledge to solve problems;
- **Self-Directed Learning** by setting priorities, establishing goals, and taking responsibility in pursuing and evaluating those goals;
- **Effective Communicating** by listening, exchanging, and expressing ideas in a variety of forms;
- **Quality Work** which reflects creativity, artistry, high standards, pride, and the use of appropriate technologies;
- **Collaborative Work** by using effective group skills to work well with others.

ISA Elementary School Learning Principles

We know, based on the most consistent findings of research conducted over decades and across continents, that schools and teachers can have a significant impact on the learning of the students in their care. Research has shown that students (of all ages) learn best when...

Learners feel secure and supported.

Therefore, learners need a positive and respectful learning environment in which it is safe to succeed or to make mistakes and try again.

Learners understand the purpose of the learning.

Therefore, goals should be explicit.

Learners construct new understanding by building upon prior knowledge.

Therefore, it is important that new learning is connected to what the learner has previously experienced or understood.

Learners listen, talk and interact with others.

Therefore, learners must have a range of opportunities to engage with others in a variety of situations.

Learners construct meaning by making connections between knowledge and concepts.

Therefore, learning experiences need to be organised around core concepts.

Learners are appropriately challenged.

Therefore, learning opportunities should align with the developmental stage and individual needs of learners.

Learners use timely and goal-directed feedback.

Therefore, on-going assessment should be regular and structured in a manner that allows for specific feedback to guide the learner in constructing meaning.

Learners have time for meaningful and deliberate practice.

Therefore, learners need well-considered opportunities to develop and improve skills and understanding.

Learners have ownership of their learning.

Therefore, learners need opportunities for self-directed learning.

Learners think and act upon their learning.

Therefore, learners need opportunities to develop strategies to plan, monitor, reflect and make adjustments to learning as needed.

Elementary School Information

Pre-School

The Pre-School consists of two groups: Pre-School Junior (3-4 year olds) and Pre-School Senior (4-5 year olds).

Children are placed in one of the two sections according to their birthdate. The 1st September is the date used to determine into which section of Pre-School a child is enrolled. A child born after the 1st September may enter Pre-School when they turn 3. A child will be eligible for the first year of School (equivalent to Primary 1/Year 1) if they are 5 years old on or before 1st September.

Children should be toilet-trained and be able to reasonably manage the routines and conventions operated with the Pre-School programme. ISA reserves the right to change the initial placement, or request the withdrawal of a child from Pre-School, if subsequent observations and/or testing indicate the need for a change. There is a maximum number of places for each Pre-School session. If your child is unable to start immediately because the Pre-School is at capacity or presently orienting a large number of new students, your child will be placed on the waiting list and you will be contacted as soon as a place becomes available. Pre-School children are not eligible to ride ISA buses.

The Pre-School is located in a new purpose-built centre with an adjoining, specially designed outdoor playing area, and is taught by one qualified and experienced teacher with the assistance of Early Year Practitioners.

The philosophy, policies and procedures are outlined in our Pre-School Handbook. This is available to download from our website or, alternatively, please contact the Elementary Secretary for a copy or for any further information you may require.

Kindergarten/Primary 1 Programme

ISA runs a full-time programme for children who are five years old on or before the 1st September.

The Kindergarten class is dismissed at 2pm up until the local Aberdeen September holiday each year, after which the class will be dismissed at the end of the normal school day, at 3pm.

Grade Placement and Promotion

A child's grade level placement should allow for success academically and socially without undue stress or frustration. The placement of new students is based on the age of the student and a record of previous school experience. When a child's birthdate falls after 1st September for any given year, especially for children in Kindergarten to Grade 2, an assessment may be required with the child attending the age appropriate class before being considered for promotion. The Principal reserves the right to decide the appropriate class for the child after consultation with the parents.

The criteria for advancement to the next grade level for returning students is the current classroom teacher's assessment of both how effectively the child has met the academic and socialisation levels of his/her present grade and how effectively he/she will meet the following year's levels.

ISA reserves the right to make changes to the initial placement if subsequent observations and/or testing indicate the need for a change.

Daily Timetable

School hours are from 8:15am to 3:00pm.

Snack time for all Elementary classes is usually around 10:00am each morning.

Mid-day interval for Elementary classes is between 12 noon and 1:00pm; K – Grade 2 classes have lunch followed by recess, whilst grades 3 – 5 have recess followed by lunch.

Assemblies

Assemblies will usually be held on Monday mornings, beginning at 8:30am in The Queen Elizabeth Theatre. Parents are welcome to attend. Individual grades and/or specialist subject teachers usually make presentations or have

performances during assemblies. Parents are given notice of these special events through individual teachers and/or grade newsletters.

Homework Policies

Home study provides students with the opportunity to reinforce and to extend their classroom experiences. Students gain a sense of competence and independence as they develop organisational skills to enable them to complete their responsibilities.

Students should do their work independently, in an environment that suits their temperament, learning style and energy curve. Parents can assist their children by ensuring that the appropriate setting exists. Generally, teachers do not assign work that they believe a child cannot do alone. If parents find that their help is needed, they should encourage their child to indicate this to the teacher the next day. If problems continue, they should contact the teacher themselves. When teachers assign a project which, by its very nature, requires parental participation, they will communicate this.

Most homework assignments follow a regular pattern that dictates the frequency and length of assignments. For grades 2 to 5, the ISA staff follow a consistent policy of assigning a limited amount of homework from Monday through Thursday.

For Grade 2, by October, homework is assigned one or two nights per week, building to three and then four nights a week in November. In addition to regular assigned homework, the students are expected to learn spelling words independently for a Friday test. This level is maintained until the end of the year. Second graders typically spend up to 20 minutes completing their assignments.

Grade 3 students typically spend up to 30 minutes completing their homework assignments.

By Grades 4 and 5, students are receiving more independent reading and writing assignments and consequently might spend up to 60 minutes on homework.

Generally, homework is not assigned over holidays, unless required by an exceptional situation such as a child's absence from school. Aberdeen is a very rich environment, family time is essential, and weekends are for families to enjoy. There may be other times when a teacher will decide not to assign homework. If a family activity, illness, tiredness, etc, makes it impossible for a child to complete homework, a message should be sent to the teacher.

A successful homework policy involves an active partnership of students, teachers and parents. It is essential that parents contact teachers early when they have any questions or concerns about a child's homework. While teachers always endeavour to be clear in their homework expectations, it is also important for students to ask questions if they feel unsure about what is expected of their work.

Homework Club

A Homework Club is run between 3:05 and 4:00pm once per week for those students in grades 3 – 5 who wish to attend. It offers a quiet place to work with an opportunity to ask for help, and learn organisation and study skills. Classroom resources will be made available to help students complete assignments effectively.

Open House

Early in the school year, an evening "Open House" at the Elementary School will be held. The purpose of the Open House will be to allow the parents to tour the physical plant, become acquainted with their child's curriculum and to meet the Faculty of the School. It is not a time for individual parent-teacher conferences. Individual parent-teacher conferences can be scheduled upon request at any time by calling the School.

Report Cards

The developmental nature of students within the elementary years demands different systems of evaluation at different grade levels. In consideration of this, the School uses a different report card form for: Pre-school, Kindergarten, for grades 1-2, and for grades 3-5. Each quarter a report card or progress report will be mailed home. Written comments are included with the second and fourth quarter report cards to explain or inform parents of any difficulties or to commend a student's efforts. In addition to the report card, a mid-quarter progress report form will be sent home to parents during the interim between reporting periods in the event that a pupil's rate and quality of progress has changed significantly since the last conference or report card. Copies of all reports are kept at the School.

Of course, parents are urged to contact the School for an appointment with the classroom teacher at any time a concern exists.

Lunch/Milk Services

Milk for snack time can be ordered through the School and **Milk Order Forms** are available on the **Forms** tab of our website. (Students entering during the year will be provided with a **Milk Order Form**.) A fully catered Cafeteria serves lunches five days per week or, alternatively, students may bring their own packed lunch to school.

Exemption from Recess or Physical Education

Students requesting an exemption from outdoor recess play or physical education activity must bring a note from their parents explaining the reason for the request and the desired length of the exemption. Normally, except for health reasons, students are expected to participate fully in recess and physical education classes. Proper clothing for going outside in all kinds of weather is essential.

Extra Clothing at School

The climate in Aberdeen is often cold and/or rainy. At school, students are sent out in most conditions, except for torrential rain, heavy winds or extreme cold. Students need to come to school equipped for the weather conditions. In addition, our unpredictable climate can cause children's clothing to become muddy or wet while out at recess or on the way to school. In order to avoid having a young child sit in unhealthy wet or muddied clothing, it is requested that each child (Kindergarten to Grade 2) keep an extra set of clothing at school. It should include a shirt or sweater, trousers, undergarments, and footwear. Please put your child's name on each item of clothing.

Please note the Physical Education Department also requires gym clothing for outdoor and indoor PE, as itemised in the Elementary School Supply List available on the School's website.

Field Trips

Field trips are considered an integral part of our school curriculum and we encourage all children to attend these. However, should a child not go on his/her class trip then provisions will be made for the child to work at school. Day field trips are undertaken in every elementary grade and 5th Grade students also take part in a residential field trip.

A school top is required for the safety of students during field trips; there is a choice of a polo shirt, T-shirt or sweatshirt. The shirt is ordered through the PTO and is known as Spirit Wear. Details are included on the Elementary School Supply List, and the order form is available on the PTO page of the School's website.

Ardeonaig Outdoor Centre – 5th Grade

Ardeonaig (pronounced Ard-joe-nig) is a residential outdoor activity centre set on the south bank of Loch Tay in Scotland's Highland Perthshire. Part of the Abernethy Trust, Ardeonaig offers an exciting choice of activities, ranging from archery and orienteering to various outdoor adventure sports. 5th Grade students spend five days/four nights at Ardeonaig in September each year. An informational meeting about the Ardeonaig trip is held for 5th Grade parents prior to the field trip.

Birthday Party Invitations

We ask that if children are giving out invitations to their birthday party in school, they do so only if:

- * An invitation is going to the entire class, or
- * An invitation goes to ALL the girls in the class or to ALL the boys.

If a child wants to invite only some of the class, arrangements should be made outside of school. If transportation to the party is to be provided by the child's school bus, please notify the Transport Co-ordinator in order that room can be assured on the school bus.

After-School Activities

The International School is delighted to offer a wide variety of after-school activities for student participation. These activities generally run from 3:00pm to 4:00pm. In August, a full list of activities is published and students can sign up to participate. Prior to officially joining any activity, Elementary students and their parents are required to sign an

Afterschool Activity Permission Form to register a mutual understanding of school policies related to participation in after-school activities (available on the **Forms** page of the School's website).

Supervision

Elementary students are not allowed to remain in school in **unsupervised** conditions. Students should not be dropped off at the school before 8am. If a child stays after school, he or she must be in a scheduled activity or with the permission of a member of staff. Also, students who come back to school for activities such as football training or basketball should not be dropped off until the supervising coach is present and aware of the child's presence. **If a child will not be picked up promptly after an activity, they should not stay after school.** These rules conform to School Board policy and are necessary for the safety of our students. Thank you for your co-operation.

From the 2017-18 school year, ISA is piloting an after-school care provision. If you are interested, please contact: isa@communitylinkchildcare.org.uk or telephone 07526 167048.

ISA Student Section of the School Board Policy 8.40.6

The school is responsible for the safety and adequate supervision of students whilst they are on school property or engaged in school-sponsored activities. School personnel must know at all times precisely where students are; if any student must leave school grounds for any reason, proper precautions must be taken that he/she is dismissed only for proper reasons and into proper hands.

The safety of students is our first concern.

Parent-Sponsored Activities

There are many after-school activities sponsored by parents. Although not available every year, examples of these may include:

Boy Scouts

Elementary School boys, depending upon their grade, may be involved in Cub Scouts or Boy Scouts.

If you have any questions about the Scouting programme, please contact the Elementary Secretary who will put you in touch with the leader of the appropriate group.

Girl Scouts

Girl Scouts USA - Overseas is part of a worldwide organisation with ten million girls and adult volunteers in 140 countries. It is dedicated to helping girls build character and skills that serve them all their lives such as leadership, strong values, social conscience and conviction about their own potential and self-worth. In Girl Scouts, girls discover the fun, friendship and power of girls together.

Girl Scouts is open to all girls aged 5 - 17, regardless of nationality, and girls do not have to have participated in Girl Scouts previously to join. There is a membership fee to join.

The levels of Girl Scouts for Elementary School girls are:

Daisy Scouts:	Kindergarten
Brownies:	Grades 1 - 3
Juniors:	Grades 4 - 6

The girls belong to a specific "troop", which at ISA is usually grade-specific. One or more parent volunteers plan, organise and conduct the meetings for each troop. The meetings are typically held at school until 4:00 or 4:30pm. There are often other events, which occur on different days and at different locations.

The girls earn patches or badges as part of meeting requirements for their level in Girl Scouts. These patches relate to knowledge or skills the girls develop in certain areas. The meetings are usually organised around activities relating to the patch or badge the troop is working on. Some examples of patches are Dancercise, Caring and Sharing, Girl Scouts Around the World and Maths Fun.

Car Parking and Student Drop-Off Information

Car Park:

The car park is the first left after entering the campus. Drivers are encouraged to reverse park. For special events, the bus park is opened up for parent parking as well as the edge of the circular drive to Pitfodels House. At no time should young children be left alone in a vehicle.

Student Drop-Off:

For student drop-off, proceed to the top of the car park, circle the island at the top of the drive. The student drop-off is located on the left at the covered pick-up shed. Please **do not park** in the drop-off zone.

Pre-School Parking:

We have designated the spaces next to the island as Pre-School parking at the start and end of the school day. Please leave these spaces for Pre-School parents who need to escort their children in and out of the Pre-School.

Pedestrian/Biker Entrance:

Students walking or riding to school should use the pedestrian entrance located to the east (City side) of the main entrance. Proceed up the gravelled walkway next to the bus drive. There are bike racks on the west side (Marcliffe side) of Pitfodels House.

Car Park Safety:

- Drive slowly in all areas of the car park;
- Watch for pedestrians walking out from parked cars;
- Use designated walkways;
- Park in designated spaces only. Parking in areas marked off creates blind spots;
- Please reinforce the safety we discuss with the children, at home.

Behaviour Expectations and Student Discipline

Philosophy Statement

The students and staff of the International School of Aberdeen believe the conduct of each member of the student body reflects on the School's programmes, policies and ideals as well as on the individual, one's family and the School in general.

We believe each individual is responsible for his/her own behaviour and will accept the consequences, both positive and negative, resulting from such behaviour.

We believe that respect and caring for oneself, others, and the environment, are of extreme importance. To this end, we have set the following guidelines, rules and consequences, which are in effect during school, school activities, on field trips, or on school-provided transportation. This list does not suggest that all unacceptable behaviour can be stated in this document. The School retains the right to concern itself with the behaviour of any student whose actions seem to be at odds with the best interests of the School community and, consequently, the School will act accordingly.

Rights and Responsibilities

A high standard of behaviour is expected of all ISA students. Students and teachers value a strong sense of community and place great importance on honesty, respect, responsibility, and trust.

Students have the right to learn and work:

- where they are safe;
- where people and property are treated with respect;
- in an environment free from harassment and other bullying behaviours.

Students have the responsibility:

- to help create a positive learning environment;
- to be honest;
- to be respectful;
- to follow all rules, written or implied by the Faculty;
- to report to class on time, prepared and ready to learn.

Student Code of Conduct

We expect that all students will behave in a respectful and responsible manner. ISA believes that all students are capable of such behaviour and disciplinary responses are intended to promote growth and learning.

The **Student Code of Conduct** should be reviewed by all parents/guardians and students, and the appropriate box checked on the electronic **Parent Start of School Year Survey** to indicate that it has been read and accepted.

The following expectations, together with the ISA Technology Acceptable Use Policy and the Controlled Substance Policy (Appendices A and B at the end of this Handbook) comprise this Student Code of Conduct.

Behaviour Expectations and Consequences

The following list of behaviour expectations is not exhaustive. Consequences for violations will be determined based upon the behaviour and in the best interest of the School and/or the student(s) involved to help improve behaviour. Students should take responsibility for reporting anything they deem to be unsafe or dangerous. Consequences for inappropriate behaviour may include parent contact, loss of credit, detention, police contact, suspension or expulsion.

A suspension is considered an absence from school. Most suspensions will be off-campus unless otherwise indicated. Suspended students will be prevented from participating in extra-curricular activities, including travel for which tickets have already been purchased. Students will be required to make up all missed work.

The School reserves the right to withdraw or expel a student if the circumstances of any offence are so grave as to make this appropriate. In such cases, students will be warned that the offence involves potential withdrawal or expulsion before he or she is required to answer to the charge.

Respect

Students are expected to respect themselves, other people, School property, and the property of others. Students should address and treat peers and Faculty members in an appropriate manner at all times. Violations of this expectation may include:

- **Offensive Language or Gestures** – Students are expected to respect others by not using obscene or inappropriate language or gestures.
- **Public Display of Affection** – Respect for younger students, classmates, parents, and other adults should be shown. Holding hands or walking arm in arm are acceptable, but physical intimacy or public displays of affection at school or school events or field trips are not allowed.
- **Theft** – Students should not take or conceal property that belongs to another without their permission.
- **Vandalism** – Students should not cause damage to School property or the property of others. When the individual causing vandalism can be identified, that student will be charged for damages.
- **Fighting** – Students should refrain from engaging in fights or causing harm to another person.
- **Possessing Dangerous Objects** - Students should not bring any objects to the School which pose a risk to themselves or to others. The ISA Faculty and Administration will determine whether or not an object is dangerous. Such dangerous objects include any size of penknife or sporting knife and laser pens.
- **Controlled Substances**– Possession or use of tobacco or tobacco products, alcohol or other drugs is prohibited. Specific School Board policies address the possession, use, or distribution of Controlled Substances, including tobacco, alcohol, and other drugs. These policies, taken from the *School Board Policy Manual*, are included in full at the back of this handbook.

Responsibility

Students are expected to attend school and all classes, observe classroom rules, and be responsible for their own work. Violations of this expectation may include:

- **Cheating** – Students are expected to do their own work. Cheating includes forgery, plagiarism and copying of papers, tests or homework.
- **Cutting Class** – Students are expected to attend class as registered.
- **Truancy** – Students are expected to attend school daily.
- **Food, Drink, and Gum** – Breaks between classes allow for snack times throughout the day. Food and drink should not be consumed during class time unless there are special circumstances to be determined by the teacher. No gum is allowed in the School.
- **Wheels** – Skateboards, roller blades, trainers with embedded wheels (Heelys), and scooters are not allowed in the School, unless in an organised PE activity.

Bullying Policy

Statement of Intent:

ISA is committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our School. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* School. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be:

- ◆ Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- ◆ Physical pushing, kicking, hitting, punching, or any use of violence
- ◆ Racist racial taunts, graffiti, gestures
- ◆ Sexual unwanted physical contact or sexually abusive comments
- ◆ Homophobic because of, or focusing on the issue of sexuality
- ◆ Verbal name-calling, sarcasm, spreading rumours, teasing
- ◆ Cyber all areas of Internet, such as:
 - email and Internet chat room misuse
 - mobile threats by text messaging and calls
 - misuse of associated technology, ie camera and video facilities

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- ◆ All administrators, board of trustees members, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is;
- ◆ All administrators and teaching and non-teaching staff should know what the School policy is on bullying, and follow it when bullying is reported;
- ◆ All pupils and parents should know what the School policy is on bullying, and what they should do if bullying arises;
- ◆ As a School, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported;
- ◆ Bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- feels ill in the morning
- begins to do poorly in school work
- has possessions which are damaged or "go missing"
- has dinner or other monies continually "lost"
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the Internet or mobile phone
- is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly

6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Bus Conduct Regulations

All School rules apply and, in addition:

Students will:

- a. Enter and leave the bus in an orderly, quiet, considerate manner and not interfere with the normal passage of other students.
- b. Be seated upon entering the bus and remain seated **with seatbelts fastened** until it is time for them to depart the bus.
- c. Obey requests of the driver regarding their safety and the orderly operation of the bus.
- d. Be polite and courteous to the driver and other students.

Students will not:

- a. Reach out of the windows of the bus.
- b. Throw or shoot any objects or material on the bus.
- c. Interfere with the normal comfort of any other passenger.
- d. Wilfully mar or damage the school bus or property of the passengers.
- e. Tamper with the emergency door.
- f. Wrestle, fight, push, strike, or threaten another person, or engage in horseplay while on the bus.
- g. Sit in the driver's seat, or adjust any controls of the bus.
- h. Stand or kneel on bus seats or walk in the aisle of the school bus when the bus is moving.
- i. Argue with or distract the bus driver while on the school bus (particularly when the school bus is moving).

Student Dress Expectations

Dress and grooming should respect the values and standards of the people of our host country and our international community, and should reflect well on the School. Dress at school should be consistent with a learning environment. Clothing that is inappropriate, disruptive, or displaying inappropriate content (such as alcohol or other drugs or sexual reference) is not permitted. Clothing should cover shoulders, midriffs, and underwear. For health and safety reasons, sensible shoes should be worn; "flip-flops" specifically are not permitted. Students in violation will be asked to put on a substitute piece of clothing or pair of shoes or sent home to replace the item. Other than for religious reasons, hats should not be worn in the classroom without a teacher's express permission.

Lunch Time Expectations

Students are expected to eat their lunch at the appointed time in the Cafeteria. Before leaving the Cafeteria, students are expected to tidy the area so it is clean for the next group of students. Students may be in the Cafeteria, on the playground or Astroturf, or in the Library during the lunch block. Specific guidelines concerning the Cafeteria and lunchtime expectations will be reviewed throughout the school year.

Mobile Phone/iPod Use

All phones/iPods must be left at home or switched off for the duration of the school day 8:15 - 3.00. Any required contact with parents during instruction time should be made through the School Secretaries, School Nurse, or Counsellor.

Search

The School has the right of reasonable search. School authorities may search lockers, school bags and student vehicles if there is due cause or if there are suspicious circumstances. The search of individuals (such as the turning out of pockets) may also be carried out in the presence of a second adult and with the permission of the Principal. If circumstances call for more extreme measures, parents and/or police will be asked to investigate.

Elementary School Academic Programme

In the Elementary School, our goal is to provide children with a well-rounded education that will allow students to reach their maximum potential. Our aim is for each student to develop into a caring, productive and responsible citizen of the world. Curriculum links to each grade can be found on the ISA website.

Language Arts

The language skills of speaking, listening, reading, and writing are fundamental to all other aspects of learning. The Elementary School Reading/Language Arts programme provides students with a wide variety of learning situations to systemically develop the skills of students from Pre-School through 5th Grade. Teachers utilise approaches and materials that are most relevant to the individual needs of students.

In the teaching of reading, students are taught phonics, but are also encouraged to develop their sight vocabulary. Another component of the reading programme in the Elementary School is the consistent use of quality literature. Our ultimate goal is to have students who not only read with fluency and understanding but also for pleasure.

Written expression is a critical means for students to communicate their thoughts, feelings and knowledge. At each stage of their education, students are given numerous and varied opportunities to write (our early learners dictate their stories). Writing should have a real purpose and meaning to students and, as such, teachers take advantage of relevant contexts, such as personal experiences, whenever possible in the planning of assignments. In addition, writing is taught as a process that includes different stages:

- Pre-writing
- Drafting
- Responding and Revising
- Proofreading
- Publishing

Grammar and spelling are also encouraged as an essential aid to effective communication. As an International School, we advocate a multi-cultural viewpoint in our spelling and, as such, accept both British and North American spellings. Teachers attempt to explain the complex nature of spelling rules whenever it is feasible. Handwriting is taught according to the D'Nealian model, so that there is a natural progression from manuscript to joined-up/cursive writing.

Mathematics

Today's technologically sophisticated world requires a greater mastery and understanding of mathematical concepts and skills than ever before. The latest curriculum materials are used in teaching, and concepts are taught as far as possible through concrete experiences, so that children encounter in a natural way the basic mathematical ideas that exist in their environment.

The students at ISA receive a thorough programme in mathematics that incorporates a wide spectrum of subjects from the basic four operations to topics such as geometry, measurement, and fractions. Instruction in maths also includes regular opportunities to practise previously taught skills, as well as exercises that challenge students to extend the knowledge they have at the start of each lesson. At all stages, students develop their problem-solving skills and are encouraged to use mathematics in practical situations.

Social Studies

The heading of Social Studies embraces a number of subjects including, but not limited, to: History, Geography, Current Events, and Educational Trips. The Elementary School programme is often integrated with other curriculum areas such as Reading and Science. An emphasis is placed on the development of critical thinking, writing and research skills.

In their studies of new and familiar societies, students are encouraged to recognise that each place has its own history, values, traditions and living patterns, which should be considered in the context of that society.

By fostering a respect for, and interest in, cultural values in addition to their own, we hope our students will be better prepared to live in a multi-cultural world.

Science

The emphasis in our Science programme is to provide students with as many practical science experiences as possible. This is a “hands-on” approach that allows students the opportunity to experiment, solve problems, investigate and pose new problems. Students will study units in the fields of Earth and Space Sciences, Life Sciences, and Physical Sciences.

We must learn to co-exist with plants and animals in the natural world. The School helps each student understand nature’s impact on us and our impact on nature. This requires that each student gain:

- ◆ Knowledge of natural phenomena and their effect on people
- ◆ Understanding of scientific advances and their part in modern technology
- ◆ Understanding and using the scientific method
- ◆ Application of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

Information Technology

Information Technology (IT) is an integral part of the education process for all students attending ISA. Throughout the School, IT is taught as both discrete lessons/courses, as well as being integrated into other curriculum areas. ISA believes in the value of IT as both a course of study in its own right, as well as a tool to empower students and enhance their organisation, creativity and achievement in all curriculum areas.

ISA has adopted the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS*S) and Performance Indicators for Students. The ISTE NETS*S are organised into six strands, categorising “what students should know and be able to do to learn effectively and live productively in an increasingly digital world”. The six NETS*S strands are:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

The students of ISA have access to a wide range of hardware, software, and online resources to support their learning.

The K-5 IT specialist works closely with classroom teachers to integrate classroom activities/topics into IT lessons while working to facilitate the integration of IT skills into all classes. In this way, students learn IT skills in the context of their work in the classroom. The use of IT enhances the children’s day-to-day learning.

Art

In grades K-5, students take art classes twice per week from a specially trained teacher. Students are exposed to skills and techniques using a wide variety of materials and through a diverse range of subjects. There are opportunities to use drawing, painting, modelling, collage, and to build sculptures. The Art teacher works closely with the classroom teachers to integrate topics of study.

Music

Music has a strong presence at ISA. Our qualified teachers instruct students in vocal and instrumental music. In addition, they encourage the students to have an appreciation of different types of music. Every student from Pre-School through to 5th Grade receives two 45 minutes of music a week. Instrumental music is available to students in the 4th and 5th grades. Any students or parents involved in the ISA Band Programme should write down all brand names, model numbers and serial numbers of their instrument, whether they are renting or own their instrument. Parents should also be sure that the instrument is insured. Parents should refer to their *ISA Band Handbook* in early August for more specific information on the programme.

Drama

Drama aims to build the self-confidence and creativity of the individual child while fostering social awareness and co-operation with others.

All Elementary classes from Kindergarten upwards participate in a drama lesson of approximately 45 minutes for two split quarters of the academic year. The Elementary drama programme is integrated into the Elementary School curriculum, being theme-based and related to topics covered in social studies, science and literature. In the lower Elementary School, storybooks are often used as a stimulus for the theme to be explored. Mime, speech, presentation and basic stagecraft skills are covered at each grade level. Role-play situations may be explored through drama to broaden pupils' empathy and understanding of other people and places or earlier historical times.

Lessons begin with a warm up circle game before the main activity. Children usually work in pairs or groups and often finish with a presentation to the rest of the class. Older Elementary pupils may have their spoken work recorded onto tape and their acting videotaped for self and peer assessment. Older Elementary pupils may work from short scripts and memorise lines for a performance to pupils in other grades, for example at the monthly Bookademics sessions.

Elementary classroom drama gives pupils plenty of practice in speech activities to help them improve and gain confidence with presentation skills. Elementary classroom drama allows children to take risks and be creative, and provides many opportunities for co-operative learning.

Physical Education

Twice a week, students in grades K-5 receive a planned programme of Physical Education taught by specialist teachers. Pre-School students take part in physical education once a week, taught by classroom and specialist teachers. The programme aims to provide opportunities for students to develop physical, social, emotional, and personal skills through a broad range of physical activities. Foundation skills are taught to Pre-School – Grade 2 students with an emphasis on enjoyment, play, vigorous, and challenging activity that develops normal healthy growth and skilful, confident, well-controlled, and safe movement. In game activities, rolling, throwing, catching, running, kicking, striking, and batting skills are covered. In gymnastics, students are taught locomotive and balancing skills such as running, stepping, jumping, rolling, and sliding. In music activities, students develop movement/dance body actions, spatial awareness, shapes, and rhythmic movements. In athletic activities, students are taught how to run, jump, and throw using a variety of objects. In swimming, students are taught basic water confidence and swimming techniques in ability groups.

The benefits and use of healthy, enjoyable exercise underpin the Physical Education programme at ISA. In Grades 3 – 5, students develop the foundation gymnastic, swimming, dance, athletic, and game skills they learned in Grades K – 2. Children are given opportunities to engage in recognised game forms/activities such as badminton, tennis, hockey, athletics, basketball, volleyball, kickball, and T-ball. Opportunities are given to students to plan and devise sequences and strategies, observe, and analyse each other's performance, and learn the rules of each activity and officiate. Emphasis is placed on physical, personal, social, and emotional development.

Students in Elementary School enjoy the use of a large gym/sports hall, a small gymnasium, a specially-designed all-weather surface, tennis courts, swimming pool, climbing wall, outdoor adventure playground, and a multi-purpose room.

Modern Languages

Students from Pre-School through 5th grade, whose home language is English, have the choice of language lessons in either French or Spanish. At ISA, we recognise the importance of modern language instruction in today's world. Students in K-5 will receive three language classes in either French or Spanish each week. Students will systematically learn how to speak and write in these languages. At the same time, students will be exposed to cultural aspects of French and Spanish-speaking countries. All the language teachers are specially trained in their subjects.

Dutch Programme (NTC)

A Dutch mother tongue programme is offered to students at ISA from Pre-School up to Grade 5, in place of a modern foreign language. Students attend the Dutch classes five times a week for a total of three hours and forty-five minutes. The programme is run by two fully qualified teachers using the latest language methods, all of which are in accordance with the standards of the Dutch Ministry of Education and are used in many Dutch schools. For further information please ask to speak to the Dutch NTC teacher.

International CNED French Programme

From 2017-18, ISA has established a French language and culture programme. Our mission – without the total, international teaching activities of the International School Aberdeen is to allow students who take part in the French

classes to not only develop their Mother Tongue but also their French identity. We work towards the learning goals for language and culture – as determined by the French Ministry of Education. Our objective is to integrate the French lessons as much as possible into the daily programme of ISA. We recognise that we have a wide age range of students who speak French at ISA and some with varied needs such as EAL and the desire to learn Spanish. In our first year plans we have, therefore, make provision for French lessons during and after school. Qualified French teachers will teach all of the classes. The availability and timing of lessons during the school day for Elementary students will depend upon the number of students who sign up to the CNED classes.

The International CNED is a well-established programme, validated by the French Ministry of Education to provide a French educational standard for students living overseas. The programme, textbooks and evaluations are all provided by the CNED (Centre National d’Enseignement à Distance), which is based in Toulouse, France. ISA will be offering the option to take the French and Geography/History sections of the CNED, but not the Mathematics. French students, who successfully work through the CNED programme, can be confident that they will be able to return to a French school at the right level. The intention in our first year is to offer fluent speakers lessons in French from Pre-School through the eighth grade.

Library Teaching Programme

Each Pre-K to 5 class has a scheduled library lesson each week. The curriculum followed during these lessons is based on the American Association of School Librarians Standards for the 21st Century Learner (2007).

The curriculum is based on the premise that, due to the amount of information available to learners today, it is necessary to learn how to select, evaluate and use information appropriately and effectively. Traditional literature work forms but one part of the modern Information Literacy curriculum; it is also necessary to teach the skills, concepts, attitudes and strategies of information acquisition, evaluation and communication. Many problem-solving activities are, therefore, built into our programme.

Pre-K to Grade 5 children are all required to have a library bag in which to take books home. If you do not have a suitable one, ISA bags are available to buy at the library checkout desk.

EAL (English as an Additional Language)

The aim of the English as an Additional Language (EAL) Department is to support limited English proficient students by fostering “a safe, caring learning environment where students are challenged to attain their maximum potential and become contributing members of the global community”, as stated in the ISA Mission Statement. The programme is built upon current thinking about language acquisition and the implications of those principles for teaching and learning.

Programme Overview

English language support is provided from Kindergarten to High School to any student who does not have English as a first language and whose competency in English does not meet grade level expectations. In order for the student to function successfully in the academic programme and social life of the School, support is offered to assist in the acquisition of the language skills needed to access the ISA core curriculum.

The EAL curriculum takes into account the many variables affecting a student’s English skills. Flexibility is imperative due to diverse student backgrounds and unpredictable admission dates. The amount and composition of support is determined by a student’s grade, level of ability, and the requirements of the mainstream curriculum at that grade. For a student at beginner level, the focus is on developing basic English competence; however, as the student progresses, the focus of support concentrates more on supporting the student’s work in mainstream classes.

The methodology used to support EAL students is based on a collaborative approach with mainstream teachers. The curriculum is designed to meet the needs of individual students at each stage of their development. The four skills of Reading, Writing, Listening and Speaking are taught through topics and themes related to the mainstream curriculum. Grammar and vocabulary are taught in context.

We also believe in open communication with parents in order to inform them about the nature of additional language learning and ways in which they can best support their children.

Learning Support

The Learning Support Programme at ISA is designed to support the learning needs of students who are experiencing difficulties in accessing the curriculum. The majority of the students who are currently supported in the programme

have diagnosed specific learning differences and typically receive long-term support. However, students must be capable of being mainstreamed in the regular classroom for 80% of the instructional time.

At the Elementary level, we work with the children on an individual basis three to four times a week depending on the grade level. Students are supported either in the regular classroom or they come to the learning centre where they receive 1:1 instruction and work in small groups. Most often, Elementary support is focused on math and literacy skills; however, individual goals are tailored to each student's needs through regular conferencing with the classroom teacher. At times, a student is enrolled in the ISA Elementary School who needs more support than can be provided by the school's resources. In this situation and based on administrative recommendation, a teaching assistant may be employed to work with the student in the Elementary classroom. The expense of the assistant is typically met by the parent's employer.

Students with diagnosed learning difficulties have an Individual Education Plan (IEP). The goals of the IEP are determined by team conferences with parents, core teachers, counsellors and the student with a formal review process once a year. Short-term goals are established for those students who are receiving temporary support. Communication and co-ordination with all members of the team are vital elements of our programme. Exceptional learning needs require exceptional parent support and involvement.

Child Care and Babysitting

Leaving Children Alone – What the Law Says

Strange as it may seem, there's no set age for leaving children home alone. The law simply says that you shouldn't leave a child alone if they'll be at risk.

There is such a wide variation in the rate that children mature that it would be almost impossible to come up with a "one size fits all" law. Instead, the choice is left to parents. They know their children best and can use their own judgement.

That is not to say that there are no laws on leaving children home alone. Under the Children and Young Persons (England and Wales) Act 1933, the Children and Young Persons (Scotland) Act 1937, and the Children and Young Persons (Northern Ireland) Act 1968, parents and carers can be prosecuted for neglect. This means that they can be fined or sent to prison if they are judged to have placed a child at risk of harm by leaving them at home alone, regardless of where in the UK the child lives.

There might not be a specific legal age to leave children alone but it is safe to say babies, toddlers and young children should never be left alone, even if it is just while you pop down the road. Even if they are sleeping peacefully when you leave, they could well wake up and get very upset when you are not there to look after them. They would not be able to protect themselves in an emergency and may even try to leave the property to find you.

- **The NSPCC's advice on leaving a child at home is:**
- **Babies, toddlers and very young children should never be left alone**
- **Children under the age of 12 are rarely mature enough to cope in an emergency and should not be left at home alone for a long period of time**
- **Children under the age of 16 should not be left alone overnight**
- **Parents and carers can be prosecuted for neglect if it is judged that they placed a child at risk by leaving them at home alone**
- **A child should never be left at home alone if they do not feel comfortable with this, regardless of their age**
- **If a child has additional needs, these should be considered when leaving them at home alone or with an older sibling**
- **When leaving a younger child with an older sibling think about what may happen if they were to have a falling out - would they both be safe?**
- **There's no legal age to babysit but you should really think carefully about using anyone under 16. Any younger and they might not be mature enough – or have the authority – to be in charge.**

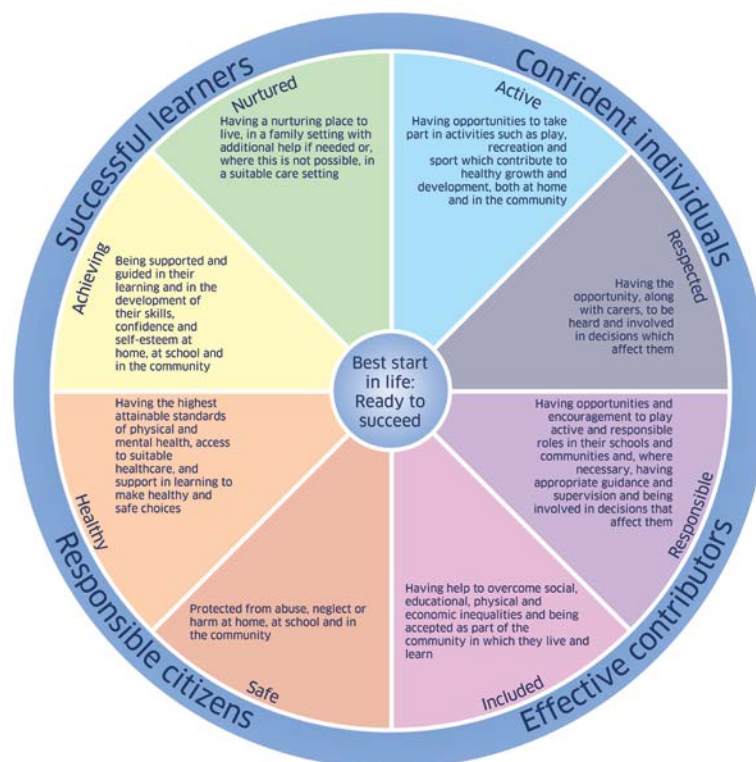
For more information: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/leaving-child-home-alone/>

Appendix A: GIRFEC and ISA Child Protection Team

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.



It puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools, and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.



Pupils at ISA will experience health and wellbeing using a range of planned and inter-related approaches to developing their personal, physical, and mental health. We teach health and wellbeing in a variety of ways through our health curriculums, police visits, nurse and counselling lessons; and community events like the New Student Orientation, Digital Citizenship Week, and school assemblies. Our Student Support Team also meets regularly at all levels to discuss interventions for students who need extra support.

ISA Child Protection Team 2017-2018

Sarah Bruce -	ext. 420 (Head of School – Named Person)
Val DeGraw -	ext. 319
Heather Barker-	ext. 333
Karen Munro -	ext. 400 (Child Protection Co-ordinator)
Don Newbury -	ext. 405 (ES Named Person)
Angus Carmichael -	ext. 406 (MS/HS Named Person)
Andrea Taylor -	ext. 350
Ron Falconer -	ext. 417

Appendix B: ISA Technology Acceptable Use Policy

The school provides a comprehensive computer network and online resources for use by students and teachers. These resources offer access to a large collection of digital tools, information and services to support the curriculum and promote students' successful learning.

The computer network is provided and maintained for the benefit of all students and teachers, who are encouraged to use and enjoy these resources, and ensure they remain available to all. Students are responsible for good behaviour on the network and Internet, just as they are in a classroom or a school corridor.

Equipment

- Do not install, attempt to install or store programs of any type on the computers without permission;
- Do not damage, disable, or otherwise harm the operation of computers, or intentionally waste resources;
- Do not use the computers for commercial purposes, e.g. buying or selling goods;
- Exercise care with files brought in on removable media (such as CDs, flash drives, external hard drives, etc.). Check them with antivirus software first to make sure they are clean of viruses;
- Do not connect mobile equipment to the network (e.g. laptops, tablets, phones) without permission from a member of the IT Department;
- Do not eat or drink near computer equipment.

Security and Privacy

- Do not disclose your password to others, or use passwords intended for the use of others;
- Never tell anyone you meet on the Internet your home address, your telephone number, your school's name, or send them your picture, unless you are given permission to do so;
- Do not use the computers in a way that harasses, harms, offends or insults others;
- Respect security in place on the computers and do not attempt to bypass or alter settings;

Computer network and ISA administered cloud storage areas should be treated like school lockers. Staff may review files and communications to ensure that users are using systems appropriately and responsibly.

Internet

- Do not use the Internet to obtain, download, send, print, display or otherwise transmit or gain access to materials which are unlawful, obscene or abusive;
- Respect the work and ownership rights of people outside the school, as well as other students or staff. This includes abiding by copyright laws;
- Do not engage in video/music streaming or online gaming activities over the Internet. This takes up valuable Internet bandwidth which could be used by others to benefit their studies;
- People you communicate with online are not always who they seem. Never arrange to meet anyone unless your parent/guardian goes with you.

Email

- Be polite and appreciate that other users might have different views from your own. The use of strong language, swearing or aggressive behaviour is not allowed;
- Never open attachments to emails unless they come from someone you already know and trust. They could contain viruses or other programs which could harm the data and software on the computer you are using;
- The sending or receiving of email containing material likely to be unsuitable for children or schools is strictly forbidden. This applies to any material of a violent, dangerous, racist, or inappropriate content. Always report such messages to a member of staff.

Appendix C: Controlled Substance Policy

The following is excerpted from the ISA School Board Policy Manual:

8.40.2.4 Controlled Substances Policy - Tobacco

ISA's guiding principle is to put in place appropriate measures and responses to protect and safeguard the welfare of the students and the school community with regard to tobacco use. It is the policy of ISA that all uses of tobacco and tobacco products, including smokeless tobacco, will be prohibited by any student whilst on school property, engaged in school activities, on school provided transportation, or participating in school sponsored or ISA chaperoned activities (including all school trips regardless of the legal age of use of the country).

1. Reasonable Cause

ISA reserves the right at any time to allow the Director or his/her designate to inspect or search any person, place or thing on ISA premises or at any school sponsored activity to enforce this policy.

2. Violations of the Policy

The School Board authorises the Director of the school or his/her designate to conduct an investigation into the circumstances of a violation of the policy, suspend student(s) from attending school pending investigation, if deemed appropriate, and then to determine a suitable disciplinary action up to and including expulsion from ISA.

8.40.2.5 Controlled Substance Policy – Alcoholic Beverages

ISA's guiding principle is to put in place appropriate measures and responses to protect and safeguard the welfare of the students and the school community with regard the use of alcoholic beverages. ISA prohibits distribution, purchase, sale, use, being under the influence, or possession of any alcoholic beverages by any student whilst on school property, engaged in school activities, on school provided transportation, or participating in school sponsored or ISA chaperoned activities (including all school trips regardless of the legal drinking age of the country).

1. Reasonable Cause

ISA reserves the right at any time to allow the Director or his/her designate to inspect or search any person, place or thing on ISA premises or at any school sponsored activity to enforce this policy.

If reasonable cause exists to suspect a student is under the influence of alcohol, the school may request the student to submit to tests to verify whether alcohol has been consumed by the student. If the student refuses the test, the student will be disciplined as if there is a positive test result.

2. Violations of the Policy

The School Board authorises the Director of the school or his/her designate to conduct an investigation into the circumstances of a violation of the policy, suspend student(s) from attending school pending investigation if deemed appropriate and then to determine an appropriate disciplinary action up to and including expulsion from ISA.

8.40.2.6 Controlled Substance Policy – Drugs, and Associated Paraphernalia

ISA’s guiding principle is to take the appropriate response required to protect and safeguard the welfare of the students and the school community with regard to controlled substances. This means that controlled substances (and/or associated paraphernalia) may not be used, possessed, distributed, purchased, or sold by any person whilst on school property, engaged in school activities, on school provided transportation, or participating in school sponsored or ISA chaperoned activities (including all school trips regardless of the legal age of use of the country).

Finally, this policy will extend to include any activity/activities outside of school which result in the criminal charges and/or conviction of any person associated with the school.

1. Definitions

Controlled substances shall extend to all substances identified in the Misuse of Drugs Act 1971 and specifically includes, but is not limited to: opiates (including heroin and methadone), cocaine, methamphetamines, cannabis (marijuana, hashish, or derivatives), any prescription drug (including amphetamines, barbiturates and benzodiazapine which is not obtained and used under a lawfully-issued prescription or which is not authorised by a medical doctor and any over the counter medicine or other substance, including solvents which is deliberately misused so as to impair the individual.

Paraphernalia will be defined as any item that might be used to administer or use controlled substances.

2. Reasonable Cause

ISA reserves the right at any time, to allow an authorised person or sniffer dogs to randomly inspect or search any person, place (including lockers), or thing on ISA premises or at any school sponsored activity to enforce this policy. Any suspicious substances or paraphernalia will be confiscated and may be submitted for laboratory analysis.

If there is any reasonable cause to suspect a student is under the influence of a controlled substance the school will request the student to submit to a drug test. If the student refuses the drug test, the student will be disciplined as if there is a positive test result

The parameters for the drug test cut-off levels are the accepted norm within UK workplace Drug Screening:

Substance	EIA Screen	GCMS Confirmation
Cannabinoids	50 ng/ml	15 ng/ml
Barbiturates	200 ng/m/	200 ng/ml
Benzodiazepines	200 ng/ml	200 ng/ml
Amphetamines incl. Ecstasy	1000 ng/ml	500 ng/ml
Opiates	300ng/ml	300 ng/ml
Cocaine Metabolites	300 ng/ml	150 ng/ml
Methadone	300 ng/ml	300 ng/ml
Alcohol	107 mg/dl	

3. Violations of the Policy

The violation of the Controlled Substance Policy – Drugs and Associated Paraphernalia by a student will be cause for disciplinary action, up to and including expulsion. The School Board authorises the Director of the school or his/her designate to conduct an investigation into the circumstances of a violation of the policy, suspend student(s) from attending school pending investigation, if deemed appropriate, and then to determine an appropriate disciplinary action up to and including expulsion from ISA.

o **Charged and/or Convicted of a Criminal Offence Outside of School:**

If a student is charged by the legal authorities with a controlled substance offence, from actions outside of school, the student may be suspended and may not be allowed on campus or at any school sponsored activity until an outcome is reached by the legal authorities. School assignments will be sent to the student's home and the student will be expected to complete the work as assigned in order to keep his academic standing until an outcome is reached by the legal authorities.

- i. If the student is convicted of the criminal offence the School Board and the Director will jointly review the nature and the circumstances of the conviction. Following this review the student will be notified if he/she may return to school or if a decision to expel temporarily or permanently has been reached.

8.40.2.7 Cumulative Offences

Offences under Policies 8.40.2.4 (Tobacco), 8.40.2.5 (Alcoholic Beverages), 8.40.2.6 (Drugs and Associated Paraphernalia) are cumulative throughout a student's enrolment at ISA. Disciplinary actions will be taken in accordance to the number of violations against these policies. The Director or his/her designate has the authority to consider all previous offences when considering an appropriate disciplinary action up to and including expulsion from ISA. Cumulative Offences indicates that a students does not have appropriate regard for ISA's Policies and Code of Conduct; consequently, even if the violation is of a lesser degree than all pervious offences, the Director or his/her designate has the authority to expel the student from school on a temporary basis. If the recommendation is for a permanent expulsion, the Director or his/her designate will bring this to the School Board for consideration.

8.40.2.8 Voluntary Request for Assistance

Any student voluntarily seeking information or assistance concerning tobacco, alcoholic beverages or drugs use are encouraged to contact the Counsellor or Nurse who will assist by giving the student necessary information and /or assistance. The School Administration/Faculty will not enforce any disciplinary actions against a student that voluntarily seeks assistance prior to the student being found in violation of this policy. A student cannot avoid disciplinary actions by requesting assistance **after being found in violation of any part of this policy.**

8.40.3 Interrogations and Searches

Interrogations

The Director or his/her designate will speak with the student(s) about the situation as part of the investigation process along with another member of the school staff and then notify the parents of the students concerned.

If the situation warrants that the Police become involved, the Director or his/her designate will make every reasonable attempt to notify parents prior to permitting any person from outside the school to question or detain a student. In no circumstances, will a student be questioned or detained without the presence of either a parent or a school official; the school, having legal custody of the student during the school day and during extra-curricular activities, must ensure that each student's rights are protected.

Searches

All school property is under the jurisdiction of the school and its officials. The school has the right of reasonable search, at any time. Random searches of lockers will be made. Advance notice may be provided, however, searches of school property including but not limited to lockers will take place without prior notice if the Director or his/her designate feels that a search is warranted in keeping with the Controlled Substances Policy.

The Director or his/her designate may also search student's school bags and vehicles if there is due cause or if there are suspicious circumstances. The search of individuals (such as turning out of pockets) may be conducted by the Director or his/her designate or the Police in support of the school's Tobacco, Alcohol, and Controlled Substances Policies. Searches of individuals may also be conducted if there is reasonable suspicion that a student has weapons, explosives or other dangerous contraband in his/her possession, and if such possession constitutes a clear danger to the safety and welfare of the student, or other persons, or of school property. Personal searches will be made only in the presence of two adults of the same sex as the person being searched, and a written report will be made to the parent and to the Director or his/her designate. If circumstances call for more extreme measures the Police may be asked to investigate.

Cross References:

8.40.5 Student Complaints and Grievances

8.50.2 Student Expulsion