



**THE INTERNATIONAL
SCHOOL ABERDEEN**

Every Child. Every Opportunity.

MIDDLE SCHOOL

Student/Parent Handbook 2017-2018





THE INTERNATIONAL SCHOOL ABERDEEN

Every Child. Every Opportunity.

June 2017

Dear Students and Parents,

Welcome to an exciting new year at ISA. The 2017-18 school year will offer Middle School students opportunities for academic and personal growth, making new friends, and embracing new challenges.

The International School of Aberdeen enjoys the advantages of being a relatively small school where relationships among students, teachers, parents, and staff are positive and supportive. We have a clear sense of purpose, which is to help every child reach their full potential. Located on our beautiful campus, ISA's modern facility adds significantly to our students' experience.

This handbook will provide you with an overview of Middle School activities, expectations, procedures, and course information. General information about ISA as a whole is included in the All-School Student/Parent Handbook. Please read through these two handbooks together to become familiar with ISA.

All of us in the ISA Middle School look forward to having a great year together with you!

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Angus Carmichael'.

Angus Carmichael
MS/HS 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.

Middle School Information

ISA Middle School Mission Statement

The Mission of the ISA Middle School is to create a developmentally responsive community committed to increased achievement and enhanced development for all students as they move from childhood to adolescence. We are a safe, caring and friendly school, where learning is truly celebrated. We provide a coherent vision for what students should know and be able to do. To achieve academic excellence, the curriculum is rigorous and non-repetitive; it moves forward substantially as students progress through the middle grades. Curriculum, instruction, and assessment are aligned with high standards. Our school is socially equitable, democratic, and fair. Every student is provided with the resources, learning opportunities, support and time needed to meet the highest personal and academic standards possible.

These expectations are a general guide for Middle School students. Please remember that individual teachers may have additional policies to be followed.

Middle School Scheduling

Middle School is the bridge between Elementary School and High School. Students attend eight classes with four classes meeting in a day. Students study core subjects and complete their schedule with elective choices. All Middle School students will be enrolled in grade-level English, Social Studies, Mathematics, Science, Physical Education, and one semester of Health, and most students will study French or Spanish at the appropriate level. As a transition from Elementary School, sixth grade students will be blocked into their core courses with the same group of students and two teachers, one teaching both Language Arts and Social Studies while the other teaches both Science and Mathematics. Middle School students will have a one-semester Health course and will select electives for one full year and one semester. Middle School course descriptions and procedures are described in a later section of this handbook.

Student Schedule

The Middle School follows 8 blocks, A-H. The school calendar indicates Friday 1 and 2 throughout the year. The Friday schedule is arranged to allow for a mid-morning meeting time for students.

Middle School					Middle School		
	<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thur</u>		<u>Fri 1</u>	<u>Fri 2</u>
8:20 – 9:45	A	E	D	H	8:20 – 9:40	A	E
9:45 – 9:55	<i>Break</i>				9:40 – 10:15	<i>Meeting Time and Break</i>	
9:55 – 11:20	B	F	C	G	10:15 – 11:35	B	F
11:20 – 12:00	<i>Lunch</i>				11:35 – 12:10	<i>Lunch</i>	
12:00 – 1:25	C	G	B	F	12:10 – 1:30	C	G
1:25 – 1:35	<i>Break (Cafeteria closed to MS)</i>				1:30 – 1:40	<i>Break (Cafeteria closed to MS)</i>	
1:35 – 3:00	D	H	A	E	1:40 – 3:00	D	H

Absence from School

In addition to the guidelines on school absence in the All-School Student/Parent Handbook, if a Middle School student is absent, it is the student's responsibility to contact the teacher for missed assignments, notes, etc. It is not always possible on the day of the student's absence for teachers to send work home. Consequently, as soon as a student returns to school, he/she must contact teachers regarding missed assignments and possible make-up dates. This is especially important as classes typically only meet on alternate days; students should see each teacher the day they return, not wait for the next class session. Missed work should be made up as soon as possible, on a reasonable schedule that takes into account the nature and duration of the absence. The general rule is to permit two days of time for each day of absence. Work assigned well before the absence will not be given further extensions.

When absences can be foreseen, students should obtain an **Anticipated Absence Form** from the MS/HS Office. Teachers will sign the form, indicating work to be missed and made up for and raising any concerns with this planned absence from class.

Late to Class (Tardy) in Middle/High School

The breaks between classes give sufficient transition time to get from one class to another. If a student needs to see a teacher or staff member, arrangements should be made to meet at break, lunch, before or after school. In that case, the member of staff will send the student to class with a note. If tardiness becomes a problem in a class, the teacher may assign the student to a teacher-supervised detention (lunch or after-school). The teacher will advise parents of after-school detentions. Continuation of a pattern of tardies to a class may result in other disciplinary action.

Middle School Advisory Programme (Clan Time)

Thirty minutes are set aside each Friday morning as Clan Time. This time can be used for grade-level meetings and activities, Middle School assemblies, or mixed grade level Clan Activities. Clans will normally meet three times a month during the Friday meeting time, although occasional grade-level meetings will be held. Middle School assemblies will be held once a month.

Communication

At the beginning of each course, teachers will share expectations and grading criteria for each specific class. These should be read and kept in notebooks throughout the year.

Middle School teachers are here to help. If you have problems or questions, please discuss these with your teachers, counsellor, or clan advisor. Participation and positive communication are essential to a successful year in the ISA Middle School.

Homework and isa247

Students should use study time in school and plan on **60-90 minutes** of study at home daily for Grades 6-8. All class work, term papers, and projects are to be completed by the due date.

isa247 is the virtual learning environment (VLE) of the International School of Aberdeen.

This site extends the boundaries of ISA's classrooms, resources and Faculty beyond the physical walls of the campus and the 8am to 3pm "learning" day. Here, a student can view that assignment sheet forgotten in the locker, check on a due date or marking rubric, ask questions or discuss topics with his/her teacher and classmates, and submit homework electronically. Google Classroom may be used by some teachers to support student learning.

PowerSchool

PowerSchool is a web-based student information system. The system is accessible to all users: administrators, teachers, parents and students, enabling all parties to work together to make timely decisions that impact student performance. PowerSchool is an easy and efficient way of monitoring a student's progress, and another method of communicating with ISA.

Parents may access PowerSchool by typing the url address <http://powerschool.isa.aberdeen.sch.uk> into their browser or by using the links on the ISA website, and then logging into the Parent Portal by entering each family's unique login account details. Once entered, navigation icons are used to view the different screens: Grades and Attendance; Grades History; Attendance History; Teacher Comments; School Bulletins; Class Registration; Student Calendars.

Parents will have access to their student's grades as they are entered into each of their teacher's electronic grade book. There will be times when the portal is not open for viewing; these times will generally be the first few weeks of a grading period, allowing teachers time to mark and enter grades.

PowerSchool usernames and passwords will be advised to parents on a confidential, individual basis.

Academic Honesty Policy

All students at ISA are expected to follow the School's Academic Honesty policy, and only submit work that is authentically theirs. Students are not permitted to engage in plagiarism, collusion, duplication of work, cheating in exams, or any other academic malpractice. This policy includes (and is not limited to) the following expectations:

- Students should choose and use trustworthy sources of information when doing research;
- Students are expected to put all information into their own words;

- Students are expected to fully and correctly acknowledge the work and ideas of others (including images or video/audio files) through well-formatted bibliographies in MLA style;
- Students are expected to follow all instructions during tests/exams.

ISA's complete Academic Honesty Policy can be downloaded at <http://www.isa.aberdeen.sch.uk/library.htm> and is also available on the Library page in isa247.

Citation

All students in Middle and High School are expected to use MLA Style to cite the sources of information and ideas that they have used. This means using a parenthetical citation in your work every time there is someone else's quotation, image, or other information/idea you have used, eg (Bruce 27). It also means putting a Works Cited list at the end of your work, listing all the sources you have cited. It is recommended that students use Easybib (www.easybib.com) to help them format their Works Cited list.

For more detailed information about citation, students can check the ISA High School Citation guide, which can be downloaded at <http://www.isa.aberdeen.sch.uk/library.htm> and is also available on the Library page in isa247. Students can also speak to the Librarian to get advice about citation.

Awards

Middle School students will be acknowledged throughout the year for various reasons. These will be announced at regular Middle School assemblies.

ISA Value Awards are presented on an annual basis to highlight students who have consistently exhibited: respect, excellence, diversity, community, integrity and service. Students will receive these awards based on the following descriptors.

Respect - Through their words and actions, this student demonstrates respect for others' rights, property and diverse ways of life.

Excellence - This student is self-motivated and challenges themselves beyond expectations and works in collaboration with others.

Diversity - This student celebrates diversity and believes that each person is unique, valuable and worthy of respect.

Community - This student embraces the 'ISA Family'. This student recognises their responsibility to promote wellbeing and an environmentally-friendly lifestyle.

Integrity - This student demonstrates honesty and truthfulness in their actions and encourages and nurtures others.

Service - Through their words and actions, this student demonstrates a sense of responsibility to their school, local community and global community.

Assemblies

Middle School assemblies are generally scheduled once a month, during Wednesday clan time. Some examples of the purpose of these assemblies are: clan events, to celebrate student achievement, share Middle School information, special presentations or performances by Middle School students and teachers, presentations by outside guests etc.

Field Trips

We offer a series of local and overnight field trips linked as much as possible to relevant curriculum, as we believe that learning does not just take place within the classroom. The same trips may not run every year. However, we do try to offer a variety in an effort to further international and cultural understanding.

Students have a significant role on field trips, not just as learners but also as ambassadors for our school and community. Together with the expectations set out in our **Student Code of Conduct**, the following **guidelines** apply to students on both local and overnight field trips. The student must:

- Accept that limitations may be more stringent than normal in order to ensure safety. The **Student Code of Conduct** and other ISA rules apply. Specifically, students agree that no sexual relationships will take place,

and controlled substances (and/or associated paraphernalia) may not be used, possessed, distributed, purchased, or sold by any person whilst on school trips (regardless of the legal age of use of the country);

- Submit passports to the trip supervisor in advance of any trip abroad; parents should ensure that the passport is valid and the visas are valid for both the UK and any country to be visited;
- Bring appropriate clothing, supplies, money, passport, visas and any other items as noted by trip supervisors;
- Abide by curfew (no later than 10:00pm unless set by the supervisors);
- Make sure he/she is never alone; always be in a group of no less than three students and always inform supervisors of where they are. Middle School students will be under direct supervision at all times;
- Remain in the areas designated by trip supervisors;

As representatives of ISA, we expect students to present a positive and courteous image.

It is understood that if the supervisors deem a student's behaviour to be unacceptable or unsafe, she/he will be sent home at the parents' expense. There may be additional school disciplinary consequences and/or limitation of future trips.

In order for each student to participate on ISA field trips, he/she must have accurate details on file. The necessary **Field Trip Annual Parental Consent and the Student's Role on ISA School Trips Forms** must be returned promptly at the beginning of each school year (available from the **Forms** page on the School's website). Any changes to these details are to be made known to the ISA field trip co-ordinator immediately.

Dances and other Middle School Evening Events

Middle School Student Council sponsors a few dances, movie nights, and game nights per year, which are chaperoned by teachers. Middle School students are encouraged to attend these functions, which will usually be scheduled on the all-school calendar. An attempt will be made to avoid conflicts with other community events. Parents should provide transportation to and from school for all Middle School student activities.

Since Middle School Student Council sponsors the activity, the officers, reps, and other students are expected to help with set up and clean up.

Rules are:

- a. School rules apply at dances and other events.
- b. Dances and other events are usually held on Fridays from 6:30 to 9:00pm;
- c. Middle School students are expected to remain in the area of the activity. Written parental permission is necessary to leave an event early and students must be picked up by a parent or designated guardian.

Event supervisors and/or the Middle School Principal will deal with infringement of school rules or inappropriate student behaviour at evening activities. A student may be prevented from attending further events if necessary.

Staying at School after School Hours

Students are not allowed to remain at school after school hours without a specific, previously approved purpose as arranged by a coach or teacher. If a student wishes to do additional work after school hours they must be accompanied by an authorised member of staff. Students are not allowed in the classroom area after 3:00pm unless working with a staff member.

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. It is illegal in Scotland to carry a knife in public, including at school, and illegal to sell a knife to anyone under 18. A student found with a knife at school will be reported to the police and may be charged.
- **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 (eg 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/Street area. Middle School students must remain in the Cafeteria/Street area for the first 15 minutes of lunch to be sure they eat something. 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. Specific guidelines concerning the Cafeteria and lunchtime expectations will be reviewed throughout the school year.

Changing Room Behaviour

Students are encouraged to shower after every PE class. Spray deodorants may not be used at any time in the changing rooms. Mobile phones may not be used in the changing rooms.

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 and locked in student lockers. 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.

Middle School Academic Procedures

Grades

Grades are an evaluation of student achievement and are determined by a variety of assessment tools. Middle School semester grades become part of a student's Middle School Transcript.

Grading Scale

The Middle School uses Standards Based Grading. In this, achievement is reported against specific standards that give a good insight into a student's strengths and weaknesses. For example, a test that was once awarded simply as 75% and A- can be re-stated using the assessed standards and each scored on a 1-4 scale;

MS Grade	Performance Level
4	Exemplary
3	Proficient
2	Developing
1	Limited Progress or Insufficient Evidence

With many standards being assessed over the course of a semester, teachers have clustered related themes into between 3 and 5 'Reporting Standards' that will appear on report cards by subject.

Learning Habits

Students will also receive feedback in reports on specific learning habits. Progress towards the descriptors will be indicated using a letter; C – Consistently, M – Mostly, S – Sometimes, R – Rarely.

Responsibility

The student is well prepared for class, submits quality work that meets deadlines and organizes their time effectively.
The student seeks support and guidance when needed.

Engagement

The student is focused and on task in class, ensuring a high level of effort and perseverance.
The student takes risks with their thinking and willingly participates in discussions.

Collaboration

The student works constructively with others and is an effective communicator; listening respectfully to ideas and feedback from both teachers and students.

Middle School End of Semester Schedule

Middle School students will not sit cumulative semester exams in most classes. While the High School has a special exam schedule at the end of each semester, the Middle School will follow the regular schedule. Some classes may have culminating projects/activities or chapter tests during the last few days of the semester and teachers will make an effort to schedule these to distribute evenly the workload for students as much as possible.

Reporting Grades to Parents

Progress Reports will be available on PowerSchool on a regular basis, and Parent-Teacher Conferences are held in November and March. Those students working below potential or exhibiting inappropriate behaviour may receive a Progress Report at any time during the school year. Teachers may also use Progress Reports to inform parents of positive progress.

Insufficient Evidence (IE)

On the report card, the grade of "IE" designates "Insufficient Evidence" given where insufficient assessments have been carried out to indicate achievement or in extreme cases such as long term absence.

Academic Probation Policy

Students who experience academic difficulties will be considered on an individual basis. Appropriate behaviour and attitude are integral to successful academic performance. Some of the actions that may occur in the case of academic probation follow. Any variation of the steps may apply.

- Meeting with student, parents, Middle/High School Principal, and Counsellor
- Weekly Progress Report to be completed by the student and teachers at the end of each week
- Possible implementation of a performance contract
- Possible Student Support Team referral
- Any other steps that the Administrators and teachers deem necessary in the student's best interest

The student's progress will be reviewed throughout the semester. Progress and Report Card grades will be reviewed. We encourage the student and parents to contact teachers frequently. If the student is still experiencing difficulty and is on academic probation after one and a half semesters, a conference may be held to determine the student's readiness to move to the next grade level. In an extreme case in which it is felt that ISA cannot meet a student's needs, the student may be asked to withdraw from the school. Probation status carries over into the new school year.

Transcripts

A Middle School Transcript is a record of all semester grades earned in Middle School.

A student transferring from ISA should obtain a **Relocation Form** from the **Downloads** page on the School's website or the MS/HS Office and return it as soon as possible. Providing his/her financial record is clear, official transcripts are mailed directly to the receiving school and the parent may receive two copies of the transcript.

At the end of the year, transcripts cannot be issued until all the teachers have turned in their grade sheets and report cards have been printed. Transcripts will be available the week after school ends.

Extra-Curricular and After-School Activities

Activities offered may vary from year to year. An updated list of activities for each academic year will be published shortly after school begins. Some activities depend on having sufficient numbers. Once all the activities are established, a list will be posted on the school's website and shared electronically. Included below are some of the more regularly-offered activities. Please see **Eligibility for Extra-Curricular Activities** for specific eligibility requirements.

Student Council

Middle School Student Council is composed of a volunteer group of students from grades 6 – 8 led by elected officers and a Middle School teacher/advisor.

There are four Student Council Officers (President, Vice President, Director of Communications, and Secretary) chosen by the student body from a selection of candidates who have volunteered. Any student may volunteer to be a representative.

Issues discussed by Student Council vary from organisation of social events such as, Lip Sync, movie nights, and dances, to meeting with the MS/HS Principal regarding any student issues and concerns.

Cross-Country Running Club

The aim of the cross-country club is to give the students an opportunity to take part in an enjoyable physical activity, which helps to keep them fit and active. Cross-country meets once or twice a week. Students of any ability or fitness level are welcome to join.

Grade 7-8 Volleyball:

- season runs from August – October
- generally two practices per week plus inter-school games

Boys and Girls Soccer/Football

- season runs from August - June
- generally two practices per week plus inter-school games

Basketball (Grade 6 co-ed)

- season runs from October/November – February
- generally two practices per week

Boys and Girls Basketball (Grades 7-8)

- season runs from October/November – February
- generally two practices per week

Boys and Girls Badminton

- season runs from March-May
- generally two practices per week

Tennis

- practice in the autumn and spring
- generally two practices per week

Judo

- season runs from August-June

Table Tennis

- practice rotates during the school year

Fencing

- practice is once a week

Baseball/Softball

- practice in the spring

Cross Country

- practice in the autumn and spring

Circus Club

- practice in the winter

In-Line Skating

- practice in the autumn and spring

Parent-Sponsored Activities

There are some after-school activities offered by parent groups, and information on these is available at the start of each school year. Some of these activities include:

Boy Scouts of America

Boy Scouts of America Troop 248 chartered by the International School of Aberdeen, Scotland offers a year round scouting programme to the young men of any nationality aged 11–17 years of age (6th – 12th grade).

Off-Campus Activity Regulations

Students who are participating in a school activity or under the jurisdiction of the School must travel with a school-approved chaperone. School rules apply during any extra-curricular or off campus activity. Please see both the **Student Code of Conduct** and **Extra-Curricular Code of Conduct**, and your advisor for specific activity forms.

Eligibility for Extra-Curricular Activities

Extra-curricular activities include those that are not a direct extension of classroom work and activities. All students must complete an **Extra-Curricular Activity Code of Conduct** prior to participation. To be eligible at the start of an activity a student must have a good academic standing. Student grades will be monitored throughout a season or the duration of the activity, and a student must also maintain acceptable standards of behaviour and follow other school rules in order to remain eligible.

Should a student become ineligible due to very poor academic performance after the start of an activity, the activity supervisor will inform him/her. At this point the School will inform the parents, who may elect to remove their child from extra-curricular activities. The student will not be permitted to enrol in any new activity until his/her grades reach the required standard.

Students who are in special academic programmes will be dealt with on a case-by-case basis.

Students who are absent from school on the day of an activity are not permitted to participate in any activity on that day, nor are students who are excused from school early due to illness on the day of an activity

Students who are under suspension are ineligible for participation in extra-curricular activities during the suspension.

The School reserves the right to exclude a student from travel related to extra-curricular activities even in the case where the family has already paid for the travel. This right will be exercised in the case of severe infraction of school rules.

Registration Information and Course Descriptions

Selecting Courses and Registering

Returning students will complete a **Course Registration Form** in the early spring. Students and parents are asked to read this section of the Handbook, which describes the courses. Students are also expected to talk to their teachers and Counsellors about which courses are best for them. A Middle School transition session for 5th grade students and parents is held in the spring to discuss “Middle School” in general, Grade 6 and specific courses available.

Students new to ISA will meet with the Counsellor, who will review the student’s course options, and a **Course Registration Form** will be completed. Both the student and parents must sign this form. Changes to the form can only be made with parental permission. Please contact the Counsellor if you have any questions about the course selection process.

Adding or Dropping Courses

Students may add or drop inappropriate courses during the first two weeks of the start of the semester. The student should talk with the Counsellor about the proposed change(s). The Counsellor will then give the student a **Schedule Change Form**. The student must talk with his/her teachers involved in the possible change to obtain their signatures to allow the change. The teacher of the course being dropped should sign the form first, followed by the teacher of the course to be added. The student will then take the form home for parent signatures. Once the student has returned the **Schedule Change Form** to the Counsellor, he/she may attend the new course and a change will be made in the student’s schedule.

Learning Support

The Learning Support (LS) programme at ISA is designed to support students with learning differences to reach their potential and access ISA’s academically challenging curriculum. The majority of 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.

In the Middle School and High School, Learning Support is a regularly scheduled class. The overall emphasis at this level is to provide curriculum support. Skill lessons are aligned with the expectations and goals of the core curriculum and provide the students with tools that will be used in their regular classes. Students are guided and supported as they develop individual strategies for learning and self-advocacy.

The Learning Support teachers communicate regularly with the subject teachers and, as a team, address the individual student’s needs. Teachers do make accommodations as to how the student is assessed or instructed based on learning differences to allow the student to access the set curriculum.

Students with diagnosed learning differences have an Individual Education Plan (IEP). The IEP is developed collaboratively with the student, subject teachers, counsellors and the parents, and undergoes a formal review process once a year. Communication and coordination with all members of the team are vital elements of the programme. ISA students with learning differences benefit from a strong partnership between home and school.

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.

MS EAL support is provided to any student who does not have English as his or her native language and whose competency in English does not yet 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 mainstream curriculum.

The EAL curriculum takes into account the many variables affecting a student’s English skills. Flexibility is essential 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.

Grade 6 Core Courses

English 6

During the sixth grade, students will progress from 'reading' to 'literature' studies through the medium of novel studies. They will study various literary genres, occasionally connected thematically to topics studied in the students' Social Studies class. Students will be taught strategies for effectively reading literature. They will respond to literature through writing, classroom discussions, and other expressive forms. Students will apply their understanding of the writer's craft to produce pieces of narrative, descriptive, expository, persuasive and poetic writing.

In their writing, students will be asked to pay careful attention to the conventions of spelling, punctuation, grammar, and to show appropriate presentation skills. They will continue to acquire vocabulary and spelling skills corresponding to their individual needs and alongside lists of words taken from content area lessons and relevant literature. Students will be given the opportunity to speak both individually and in groups in order to convey information in a variety of contexts. They will talk appropriately about experiences, opinions, feelings and texts, showing an awareness of audience and purpose. Students will be expected to actively listen in a variety of differing situations so as to gain information, understand what they have heard, and respond to speakers and texts. Development of all language skills is emphasised at every level. This includes the teaching of the research process and library skills.

Social Studies 6

Focus: The Past and Present of the Middle East and Africa

Sixth Grade Social Studies is an exploration of the geography, history and cultures of the Middle East and Africa. During this course, students will focus on increasing their knowledge of these regions of the world, focusing on ancient times, with a comparative study of Africa and the Middle East in modern times. Sixth grade students will explain how changes have affected people and communities. They will identify major landforms, water features and resources, and explain how they have influenced development. They will also describe the basic structure of governments and their purposes, and demonstrate responsible citizenship in the classroom and community.

Students will have opportunities to actively explore and appreciate the diverse cultures which have contributed to the heritage of Africa and the Middle East. Current affairs of the world today will be researched and discussed to help students keep abreast of contemporary issues, especially those that relate to our course of study. Studies will focus on the improvement of reading, researching, writing, and presenting effectively. At times, work done in this class will be connected to the Sixth Grade English Course. By the end of this course, students will be able to identify and discuss the complex relationships between humans and their physical, social, and political environment. Links will be made, whenever possible, to Scotland and the local community to make meaningful connections for the students within the Middle School Social Studies curriculum.

Math 6

The sixth grade Mathematics course develops, maintains and applies skills introduced during the Elementary School years, as well as introducing them to new concepts which will be further developed over the next few courses. This course encourages and enables students to gain confidence in their own mathematical abilities, as well as teaches them how to effectively communicate and apply their knowledge to both theoretical and practical situations. In this course, students will study the following topics: Number Systems; Operations with Whole Numbers; Points, Lines & Angles; Number Properties; Geometric Shapes; Fractions; Decimal Numbers; Percentages; Integers; Area & Volume; Transformations and Coordinate Geometry. Finally, students will also review and study aspects of measurement systems and time.

Science 6

The unifying theme for sixth grade Science is how energy affects matter, specifically: "Heat Makes Things Happen!". The course emphasises in teaching students how to utilise information from a variety of sources. Students then learn how to apply their learning during lab work and collaborative projects. Furthermore, students are taught how to communicate their understanding in formal lab reports as well as how to articulate how Science is applied in the real world through various multimedia presentations. These skills are taught throughout the following units: Environmental Science; Introduction to Matter; Heat; Energy Resources; Forms of Energy; Geology and Plate Tectonics; Weather and Climate.

Health 6

Nine Life Skills are emphasised throughout the Middle School Health curriculum, with the emphasis on decision-making and refusal skills. Students will study how to assess the state of their health, evaluate media messages, communicate effectively, set goals, be wise consumers, practise wellness, and learn coping skills.

In the Sixth Grade course, the emphasis is placed on goal-setting, self-esteem, social interactions, personal hygiene, and growth and development. The aim of this course is to help sixth graders become more independent, whilst developing an awareness of their own personal needs and strengths.

Physical Education 6

On the surface, 6th grade Physical Education looks much like Elementary Physical Education, with students having fun in many of the same activities, games and sports. The most noticeable difference will be the double block allowing time for warm up, skills and games in each lesson. Beneath the surface, the assessment and expectations of student performance are significantly different in Middle School. Students will be evaluated on their participation, physical skills, fitness and participation. Participation includes attendance and preparation as well as the positive attitude, effort, co-operation and teamwork that students will exhibit through skill progressions and modified games. Students will participate in individual, dual, and team sports. Safety is emphasised in all activities.

Grade 7 Core Courses

English 7

During the seventh grade year, students will continue their literature studies begun in grade six, and will study various literary genres through class novel studies, book clubs, and independent reading. Literature will, wherever possible, be connected thematically to topics studied in Social Studies. Students will be taught strategies for effectively reading and interpreting literature and will be required to read outside of class to help develop a lifelong appreciation of reading.

In addition to reading, students will deconstruct the nuances of writing through the lens of the 6+1 traits approach. The class will look at how ideas, organization, voice, word choice, sentence fluency, organization, and presentation come together to make great writing. Students will be writing a variety of genres including: poems, memoirs, short stories, fiction, expository, essays, and book reviews.

Social Studies 7

Focus: Europe, Asia, and Oceania

Seventh Grade Social Studies is an exploration of the geography, past history, and present day cultures of Europe, Asia, and Oceania. During this course, students will focus on increasing their knowledge of these regions of the world, including Ancient Greece and Rome, the Middle Ages, Scottish history, global expansion, and modern times.

Current affairs of the world today will be researched and discussed to keep abreast of contemporary issues, especially those that relate to our course of study. Studies will focus on the improvement of reading, researching, writing, and presenting effectively. By the end of this course, students will be able to identify and discuss the complex relationships between humans and their physical, social, and political environment.

Science 7

This course encourages students to develop an inquisitive mind into how humans interact with the world and beyond. The general theme for 7th Grade Science is Interactions. Students begin the year learning about cells, tissues, organs and organ systems; including a focus on the reproductive system and genetics. Students will also learn basic Chemistry, including reactions, solutions, and the states of matter. In the second half of the year the focus shifts to Physics, where units of study include forces, electronic circuits and the solar system. All units are made relevant to the students with a focus on their relationship with the world of science that is all around them. Throughout the year, this course emphasises scientific investigation and research skills.

Math 7

This course will cover topics introduced in early courses with more in-depth study: fractions, decimals, geometry, percentages, ratios, and proportions. Students will also be introduced to several new concepts of Algebra including the use of integers, algebraic expressions, and equations. Problem-solving and critical thinking skills are emphasised throughout the course. The purpose of Math 7 is to reinforce a sound mathematical foundation, which will allow the student to progress to higher mathematics courses that involve more abstract thought processes.

Health 7

The 7 Habits of Highly Effective Teens are emphasised throughout the curriculum. Students will study how to assess the state of their health, evaluate media messages, communicate effectively, set goals, be wise consumers, practise wellness, and learn coping skills.

In Seventh Grade, knowledge will be applied through the basic themes of Healthy Choices, Self-Responsibility and Risk Reduction. The content presented includes units on wellness and nutrition, preventing tobacco use, and puberty. Students will gain the skills they will need to use this knowledge. Decision-making, assertive communication and refusal skills are essential to avoid peer pressure. In this course, students begin to develop their own lifestyle values.

Physical Education 7

This course provides opportunities for students to have fun in physical activities as they acquire sport, team, and interpersonal skills. Skill acquisition occurs through progressions and application in modified games. Students participate in individual, dual, and team sports. Knowledge of rules is applied in game situations and may be demonstrated as students officiate their peers. Responsibility for individual learning is promoted through informal self and peer evaluation. Safety is emphasised in all activities.

Grade 8 Core Courses

English 8

The eighth grade English programme follows an integrated approach to the learning of language. Literature, grammar, and mechanics are blended with the teaching of writing to provide students with the opportunity to explore the writer's craft. Students will refine their use of the writing process in the context of drafting, self and peer editing, and proof-reading. They will use oral and written language for expressive, informational, argumentative, critical and literary purposes. They will demonstrate an awareness of the inter-connection of audience and purpose and further develop essential mechanical and grammatical skills. Eighth grade students will continue to foster a deep appreciation of literature through selected class books and independent reading assignments. They will read, respond and critically analyse a wide variety of literary genres. Literature will, wherever possible, be connected thematically to topics studied in Social Studies. Students will continue to expand their vocabulary skills through content area and grade appropriate word lists. The course also includes the teaching of the research process and library skills.

Social Studies 8

Focus: The Americas

In the Eighth Grade Social Studies course, students will explore the people, places, and history of the American continents. They will develop their analytical and geographical skills within the context of these two vast and varied continents. They will further appreciate the diversity of culture and geography that exists within North and South America. The students will identify the key people, places, and events of history and understand how countries within these continents have been shaped by past events. Research skills, critical thinking skills, and co-operative learning are emphasised throughout these studies. Students will also widen their knowledge of the world through discussions of current events. Projects will help to further hone their writing, presentation and debating skills. Whenever possible, links with the English curriculum will be made through such activities as research and essay writing, in addition to appropriate literature studies. Due to the extensive amount of material available, specific topics may, at times, be selected for more in-depth study and analysis. Links will be made, whenever possible, to Scotland and the local community to make meaningful connections for the students within the Middle School Social Studies curriculum.

Science 8

The central theme for 8th grade Science is particle motion, with students taking an in-depth look at the mechanisms that allow particles to move. Students start the year studying food and digestion, then move onto learning how our body utilises the energy stored within digested nutrients through respiration. Students will also learn about atoms, elements and compounds, acids and alkalis, and patterns of reactivity. During the second semester, the curriculum focuses on physics based units including heating and cooling, light and seeing, and sound and hearing. Grade 8 students are encouraged to become more independent, scientific thinkers in their approach to problem-solving. There is a large emphasis on student-led investigations that provide an opportunity for students to focus on the variety of strategies that are used to answer scientific questions, and to evaluate their own and others' investigations. Many of the units provide an opportunity for students to focus on data collection and data analysis as a way of providing evidence to support experimental work, and also require students to investigate how secondary sources vary in the quality and relevance of the information or data they provide. Students are actively encouraged to use their scientific knowledge and understanding to justify and/or challenge their own or others' conclusions and methods.

Maths 8 Core

Students further explore working with single and multi-step algebraic equations in addition to continuing to review pre-algebra skills. An emphasis is placed on the understanding of process over memorisation of pattern. Students further explore the topics of integers, exponents, fractions, rational and irrational numbers, mathematical properties, number theory, ratios, proportions, percentages, graphing, probability and geometry. The focus of this course is not only on computation but also problem-solving and logical thinking.

Maths 8 Extended

This course is designed to provide a foundation for IB and IGCSE Math courses and to teach students to be successful at solving mathematical problems. Emphasis is placed on problem-solving in the context of real-life situations as well as integrating technology into everyday life and using it as a problem-solving tool. Some of the topics covered include: properties of the real numbers; graphing and solving linear equations and inequalities; the concept of a function; quadratic and exponential expressions and radicals; and connections with geometry. Students passing Math 8 Extended earn a High School Math credit for this course.

Health 8

Nine Life Skills are emphasised throughout the Middle School curriculum with the emphasis on decision-making and refusal skills. Students will study how to assess the state of their health, evaluate media messages, communicate effectively, set goals, be wise consumers, practice wellness, and learn coping skills.

In Eighth Grade, knowledge of nutrition expands to include the concept of body image. Preventing alcohol abuse is the focus of the second unit. Students practise their assertive communication skills to refuse peer pressure, to avoid

substances, and to promote abstinence as a healthy choice for adolescents. This course continues to apply knowledge through the basic themes of Healthy Choices, Self-Responsibility, and Risk Reduction. Achieving high-level wellness is the real objective of the Health programme.

Physical Education 8

The eighth grade students achieve a higher level of skill performance and expand the repertoire of skills. Students are exposed to more full game situations and are introduced to elements of team play, including offensive and defensive team strategies. More detailed knowledge of rules enables students to take greater responsibility for class games, participation and competition. Safety is emphasised in all activities.

Modern Languages

MS French A

This course introduces students to French, or provides consolidation for those requiring it, enabling them to understand and use the language at a basic level in both oral and written form. Emphasis is placed on all four language skills - reading, writing, listening and speaking. Useful vocabulary is stressed and basic grammar is taught. The students will learn about the French culture and French-speaking countries of the world.

MS French B

This course completes the introduction begun in French A, presenting the more complex structures of basic French and expanding the cultural themes introduced in the first level. Again, emphasis is on all four language skills - listening, speaking, reading and writing. Upon completing this course, the student will have acquired a command of the key vocabulary and structures necessary for personal communication. Short writing tasks in French will be assigned.

MS French C

This course fortifies the structural learning that took place in French A and French B. The emphasis is placed on communication and instruction is primarily in the target language. The goals of French C are to establish an advanced degree of competency in the four target areas: speaking, reading, writing, and listening. The course is topic-based, dealing with current issues and interests, as well as looking at elements of French culture. Past, present and future tenses are reviewed, and further tenses are introduced, allowing the student to reach a higher level of fluency by learning to express more complex ideas on a variety of topics. Middle School French C is open to eighth grade students only.

MS Spanish A

This course introduces the student to Spanish and enables him/her to understand and use the language at a basic level in both oral and written form. It also reinforces skills, in a formal programme, for students who have had some exposure to Spanish. Emphasis is placed on all four language skills - reading, writing, listening and speaking. Useful expressions and vocabulary are presented and reinforced, and the present tense is covered. The student will also learn about some of the Spanish and Hispanic cultures of the world.

MS Spanish B

This course presents the more complex structures of basic Spanish and expands the cultural themes of the first level courses. Again, emphasis is placed on all four language skills - listening, reading, speaking and writing. The present tense, including reflexive, stem-changing and irregular verbs, is reinforced and practiced. Some future tenses, as well as some informal imperatives, are introduced. Upon completing this course, the student will have acquired a command of the key vocabulary and structures necessary for basic personal communication, as well as an appreciation of the breadth and variety of the Spanish-speaking world. Oral presentations and short compositions will be done periodically to accustom the student to frequent use of the language.

MS Spanish C

This course fortifies the structural learning that took place in Spanish A and Spanish B and instruction is primarily in the target language. Past learning is reinforced, the imperative is extended, and several past tenses are introduced, allowing the student to reach a higher level of fluency and to learn to express more complex ideas on a variety of topics, including cultural similarities and differences. The emphasis is placed on communication and, while the course is conversation-based, all four language skills are incorporated. Middle School Spanish C is open to eighth grade students only.

Middle School Electives

MS Art

The Middle School Art Programme continues to develop the visual awareness of the students through, looking, seeing, using and considering art, in all aspects of their lives and environment. Middle School Art is full of creative exploration and personal expression, and students have the opportunity to work in a variety of different activities, including painting, ceramics, printing, drawing, computer work and sculpture. Students are exposed to a variety of artists and artworks to help develop a working vocabulary relevant to the subject and an interest in, and a critical awareness of other practitioners, environments and cultures.

The course is designed to introduce students to visual terms, to enable them to master various skills and to experience different techniques in two and three dimensions that provide them with a good basis for further art development. Emphasis is on individual work and creativity and guiding each student to their highest potential.

Middle School Art is open to students in Grades 6, 7 and 8. Students can opt for a year-long course or a semester-long course in Art.

MS Band

Middle School Band is for beginning and experienced musicians on woodwind, brass, and percussion. Students will study and perform several styles of music appropriate to their playing level. The ensemble is featured at two main concerts during the school year. Everyone has the opportunity to perform at informal events/recitals throughout the year. Interested and outstanding musicians have the opportunity to audition for the Association of Music in International Schools (AMIS) International Middle School Honor Band.

MS Choir

Middle School Choir is for beginning and experienced vocal musicians. Students will study and perform several styles of music appropriate to their singing level. The ensemble is featured at two main concerts during the school year. Everyone has the opportunity to perform at informal events/recitals throughout the year. Interested and outstanding musicians have the opportunity to audition for the Association of Music in International Schools (AMIS) International Middle School Honor Choir.

MS Computer Studies

This semester course will focus on learning a variety of digital tools to use in the classroom and how to manage, share, and collaborate on the cloud through the use of Google Docs, Slides and sites. Students will also be expected to develop effective searches on the Internet and identify accurate information, as well as how to cite sources using Easybib. There will also be a focus on keyboarding skills. In addition, students will learn how to use social networks responsibly and understand the possible dangers they can face online.

MS Design Technology

In this year-long course, students will be introduced to a broad range of technology concepts, skills and applications. Depending on class size and student interests, there is a number of possibilities for focus units throughout the year, including but not limited to:

Game Programming introduces students to the basics of computer science, logic and problem-solving using Python. Python is a multi-purpose syntax-based programming language that has been used to program YouTube, Instagram and more. The final project will be to design and develop a fully functioning arcade-style game using Python.

Graphic Arts is an introduction to elements of design, spatial relationships, typography, photography and imagery as they apply to practical visual solutions for advertising, marketing, logo design, Web design, and fine arts. This unit will develop students' graphic design skills employing 2D and 3D digital tools, materials and procedures.

Design Technology introduces students to a wide range of concepts and practical skills in designing, developing and making products that solve genuine, relevant problems within different contexts. At this unit's core is creativity and imagination. Students will have the opportunity to focus on specific aspects of architectural design, product design, systems and control, and electronics. The subject draws on a broad range of subject knowledge from related disciplines such as Math, Science, Engineering, Computing, and Art.

MS Lego Robotics

This semester course is designed to promote problem-solving skills and introductory computer programming and logic skills, using LEGO® MINDSTORMS® robotics kits. In this course, students design and build programmable robots using motors, sensors, gears, wheels, axles, and other technical components. By using hands-on robotics, students will gain a better understanding of how technology works in real world applications. In working towards solutions, students will build, test, troubleshoot and revise designs to improve robot performance, while gaining practical, hands-on experience using mathematical concepts such as estimating and measuring distance, time and speed. A culminating project is completion of the LEGO Space Challenge – a series of eight robot programming challenges.

MS Drama

Students in Grades 6, 7 and 8 can take Drama as an elective for a whole year. In this class, students continue to focus on role play and the development of believable characters as foundational components of both process drama and theatre performance. Because drama is a highly social art form, teaching, modelling, and guidance in the development of effective group skills are essential.

In partners, small groups, and whole-class formats, students create drama using a variety of forms, techniques, and conventions. Students continue to explore more complex material, while also broadening their knowledge of forms and conventions to include improvisation, devised scenes, collaborative play-building, interpreting and performing scripts, reader's theatre, and makeup.

MS Theatre Tech

The MS Theatre Tech Course is a 'hands on' approach to the working aspects of the theatre. Students will learn how to use the lighting and sound systems in the ISA Black Box Theatre and The Queen Elizabeth Theatre. Students will design scenes for light and sound. Students will be required to construct, paint and design the scenery for all the ISA theatre productions and work as the Tech Crew for 75% of each semester's events. Students are expected to adhere to the safety regulations of the course. Through this course, the students will gain an appreciation for the technical side of the show and learn how important this aspect of a show is. MS Theatre Tech is a semester course offered to Middle School students, Grades 6-8. This course is limited to 12 students/semester.

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.**

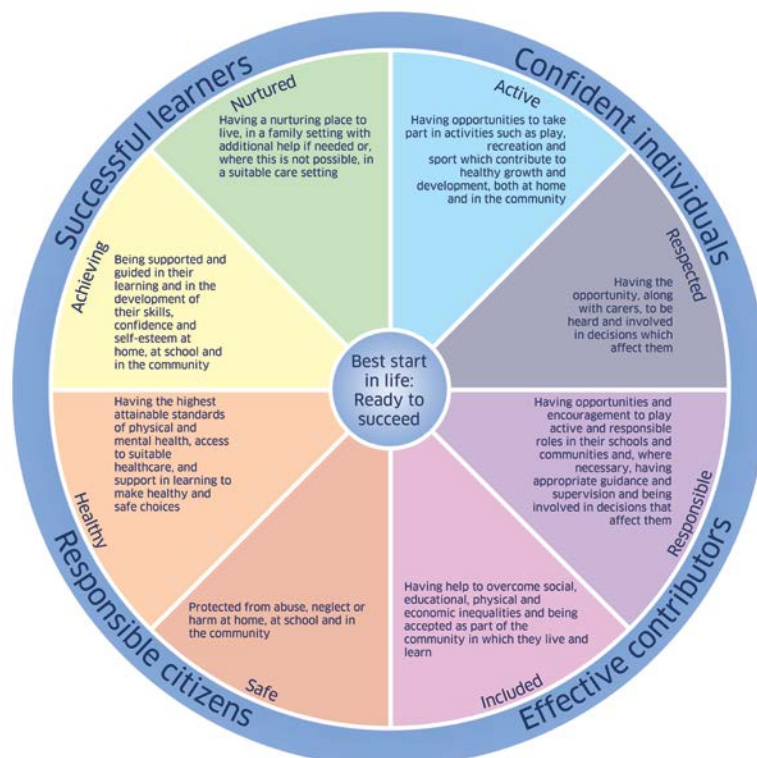
For more information: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/leaving-child-home-alone/>

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/ml	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