



THE INTERNATIONAL SCHOOL ABERDEEN

Every Child. Every Opportunity.

June 2020

Dear Students and Parents

Welcome to an exciting new year at ISA. Our students made great progress through our Virtual School and stayed on track with their learning for the final months of the 2019-20 academic year. I am very proud of their efforts, and the hard work of our staff in successfully delivering this new approach to teaching and learning. Covid-19 means our routine will likely have to be structured a little differently from previous years but we will still aim to offer High School students a wide range of academic, athletic, artistic, and leadership opportunities. Students will also be able to impact the lives of others through our local and international community service efforts.

The International School Aberdeen enjoys the advantages of being a small school, where relationships among students, teachers, parents, and staff are positive and supportive. We have a clear sense of purpose, which is to meet the needs of every child and help them 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 High 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, and make use of resources on our website.

All of us in the ISA High School look forward to a great year together!

Yours sincerely

A handwritten signature in black ink, appearing to read 'Angus Carmichael', is written over a light grey rectangular background.

Dr Angus Carmichael
MS/HS Principal

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ISA Vision, Mission and Values

Exceptional Care for Every Child

Our Vision

The International School Aberdeen (ISA) is locally and internationally recognized for excellence in education and exceptional care for every child.

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

Every Child. Every Opportunity.

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.

High School Information

ISA High School students are required to be enrolled in a full-time course of study in pursuit of the ISA Diploma. Course selection is determined by minimum graduation requirements, IB Diploma requirements, and each student's interests and future plans. It is the student's responsibility to attend classes each day and to be active learners in this process. Attendance procedures, behaviour expectations, registration information, course descriptions, and specific policies are described in various sections of this handbook.

Student Schedule

The High School timetable comprises 8 blocks (A-H), with 4 of these blocks taking place per day and all 8 periods running on a Friday. The day begins with an Advisory meeting for all students at 8.15am.

Time	Monday	Tuesday	Wednesday	Thursday		Friday
8.15-8.25	Advisory	Advisory	Advisory	Advisory	8.15-8.40	Class Meetings and Assemblies
8.25-9.50	A	E	D	H	8.40-9.20	A
10.00-11.20	B	F	C	G	9.20-10.00	B
11.20-12.05	Lunch	Lunch	Lunch	Lunch	10.10-10.50	C
12.05-13.30	C	G	B	F	10.50-11.30	D
13.40-15.00	D	H	A	E	11.30-12.10	Lunch
					12.10-12.50	E
					12.50-13.30	F
					13.40-14.20	G
					14.20-15.00	H

Absence from School

In addition to the guidelines on school absence in the All-School Student/Parent Handbook, if a High 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 generally 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, and raising any concerns with this planned absence from class.

If your child needs to leave campus during the day, they should seek permission from the Principal or Assistant Principal and will need to sign out. Students in Grade 9 and below leaving campus during the school day (8:15am-3:00pm) must be picked up from reception by a parent or guardian.

Late to Class (Tardy) in Middle/High School

Students should sign on and off campus at the start and finish of the day using the electronic stations. If a student needs to see a teacher or staff member, arrangements should be made to meet at break, lunch or before or after school. 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.

Attendance Policy

A student missing more than seven class periods of a course during the first semester or eight class periods of a course during the second semester is at risk of losing credit in that course. Excessive absences will result in an Attendance Review Board (consisting of an Administrator, a Counsellor, and two teachers) meeting with the student concerning the absences.

The Attendance Review Board will exercise one or more of the following options:

- specify conditions relative to make up work;
- place the student on extra-curricular probation;
- place the student on attendance probation (the attendance required for the remainder of the course would be specified in order to retain credit);
- remove the student from the course with loss of credit.

School Closure

When school is closed due to unforeseen circumstances such as a Snow Day is called, students are expected to look to Google Classroom for work in lieu of the lessons they miss that day.

Graduation Requirements

ISA Diploma

A credit is awarded to a student in grades 9 through 12 who has completed a full year's study in each subject. In order to earn a High School Diploma and "graduate" from The International School Aberdeen, a student must earn **a minimum of 24 credits**, specifically in the following areas:

4 credits	English
3 credits	Social Studies
3 credits	Science
3 credits	Math
2 credits	Modern Language
2 credits	Physical Education (including 0.5 credit in Health)
1 credit	Computers or proven competency
1 credit	Fine or Performing Arts
5 credits	Electives in any of the above areas

Recognising that ISA students aspire for admission to universities throughout the world, we strongly recommend that students complete four years in Social Studies, Science, Mathematics, and a modern language. Proven competency in computing is sufficient to meet the IT requirement of graduation but does not count as a credit towards the HS Diploma.

ISA Honours Diploma

The ISA Honours Diploma is granted to students who complete the International Baccalaureate (IB) Diploma Programme and meet the graduation requirements stated above. Alternatively, students must meet the following criteria:

- An average grade of 5.5 across the first 3 semesters of Grade 11 and 12;
- Completion of 4 IB courses or 3 IB courses and the extended essay;
- Completion of the CAS requirement for IB or an equivalent approved programme.

For students transferring into ISA, advanced level, externally assessed courses (such as AP) could be considered for approval as a substitute for IB courses.

International Baccalaureate Diploma

To earn an International Baccalaureate Diploma, additional requirements must be met. The IB is described below and more specifically in the **ISA International Baccalaureate Student/Parent Handbook**.

International Baccalaureate (IB) Programme

ISA offers students in Grades 11 and 12 the opportunity to participate in the International Baccalaureate Diploma Programme. Students can choose to take the full IB Diploma or study individual courses. The qualification is recognised worldwide. Most European universities offer admission based on the full IB Diploma but courses, as part of a High School Diploma, can be used to gain entrance to some European colleges.

The two-year IB Programme involves taking six academic subjects: three at the Higher Level and three at the Standard Level. In addition, students participate in a Theory of Knowledge course, which draws links to all six academic courses. Students must also complete requirements within the Creativity, Activity and Service (CAS) component. Finally, students write a 4,000-word original research paper (Extended Essay) on a subject of their interest, supervised by an ISA teacher.

Students interested in the IB Programme should see the ISA International Baccalaureate Student/Parent Handbook describing the requirements in detail (available on the school website). The IB Co-ordinator and Counsellors hold information sessions at key times in the year. Please contact our IB Co-ordinator directly if you have any questions about the programme.

Creativity, Activity, Service (CAS)

ISA and the IB's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others; students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work co-operatively with other people. CAS activities must be undertaken for approximately 150 hours over two years. All CAS activities should be approved by the CAS Co-ordinator and must have a supervisor. An important part of the process is reflection. CAS activities should be ongoing, challenging and a new experience for the students.

International General Certificate of Education (IGCSE)

ISA offers students in Grade 10 the opportunity to sit IGCSE exams in their chosen courses (with the exception of PE and Music). These exams are optional and take place in May or June, with some subjects including coursework components which are completed ahead of this. The IGCSE is a two-year programme with the learning that spans Grades 9 and 10 covering the content required for the exam, also laying a foundation for the IB Diploma Programme in Grade 11. All subjects other than Media Studies (OCR) are studied using Cambridge International Education syllabuses. More details of the courses can be found at

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www.cie.org.uk. Families are charged a nominal sum per entry to cover registration fees and invigilation costs. Please note that some exams may fall just outside of ISA's term time.

Mock exams will take place after the mid-semester break for students registered for an exam. Those not registered will complete a semester exam at that time with the remainder of the semester devoted either to exam preparation or project based learning in preparation for study at IBDP in Grade 11.

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. For students unable to travel during the week-long trips for whatever reason, a locally-based series of activities will be in place.

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 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.
- 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 completed promptly at the beginning of each school year through the eCollect system. Any changes to these details are to be made known to the MS/HS Secretary immediately.

Projects Outwith ISA

The IB requires all students to undertake CAS (Creativity-Activity-Service) over the two years of the programme. This is an incredibly rich learning experience where very often Grade 11 and 12s have to take themselves out of their comfort zones and try something new, working with different people in an unfamiliar environment. Similarly, the Duke of Edinburgh Award requires engagement with service, physical recreation and skill-developing activities.

Students will often decide to work with the wider community when choosing activities and projects. These authentic experiences lay a strong foundation for life after Grade 12 and are to be encouraged. It is, however, impossible for the school to risk assess and supervise each individual's projects adequately. When an activity has not been arranged and sponsored by the school, participants will not be covered by our policies. It will therefore be important for the young people involved to speak with their families about potential risks and hazards.

Senior Privileges

Believing that students in their final year of High School should be self-disciplined and independent learners, ISA allows students in Grade 12 ('Seniors') to earn and maintain certain privileges.

Senior Study Hall Privileges

The Grade 12 Common Room is located on the second floor between the Counsellor's and IB Co-ordinator's offices. This room, which is available to all students, contains books, computers, and filed materials on colleges and universities and on various careers. Seniors (Grade 12 students) may check in with their Study Hall teacher and go there to study and relax if there is not a careers or university activity taking place at that time. It is the responsibility of the Grade 12 class to maintain a clean and healthy environment in the room. All school rules apply in this area and access may be denied in disciplinary situations. Lunches are not to be taken to this small space. A reading room is also available for quiet study on the second floor which is open to Grade 11 students, too. Responsible, senior students will be able to make independent use of the Fitness Room following an induction session from the Athletics Director.

Off Campus Privileges

Some way into their final semester, Grade 12 students who have met deadlines and are making good progress in classes may be granted off-campus privileges. They may then arrive late to school during Senior Study or leave campus during regular study periods (not TOK) under the following conditions:

- The student is up to date with all work and has completed the **Release From Structured Study Hall Form**, approved by the IBDP Co-ordinator.
- Parent permission for off-campus privileges is completed on the appropriate form.
- The student signs out at Reception and on the InVentry system whenever leaving campus, and signs in whenever returning or arriving late to first period.
- Students who have a first period study hall must arrive at school by 9:30am.
- Students may not drive off-campus unless leaving for the day.

These privileges may be suspended or revoked at any time to provide a more structured study hall situation for students who are no longer being successful in a class or if for any other reason the privilege is not being appropriately used.

Driving

Students driving to and from school must submit proof of a UK driver's licence and have written parent permission. A form is available from the MSHS Secretary. During the period of 'Senior Privilege' in the second semester of Grade 12, students may not give lifts to other students during the school day.

Car Parking and Student Drop-Off Information

Car Park:



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

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. Parents should 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 Pitfodells 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 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 appropriate eCollect form 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 B and C 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 at the discretion of the teacher.

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.

Digital Citizenship

Guidance for Students –

- Respect is one of the ISA values and should be shown in both our off and on-line worlds. There is never a reason to post a slanderous or insulting comment. Cyber bullying will not be tolerated.
- Members of the ISA community do not post, request or download illegal or degrading material. Possessing/sending/making/taking/distributing/showing indecent photos of children (person under the age of 18) is illegal in the UK. That means that the child who takes the photo

commits an offence, as does any person who it gets sent to. This is the case regardless of whether or not they forward it on to other people and also applies to anyone who simply shows it to others. Incidences of this will be referred to the police as necessary.

- If you are sharing pictures that involve others, consider their feelings. If it is designed to poke fun or insult an individual, posting it goes against our code of conduct.
- Avoid screen time late in the evenings as you prepare to sleep. Turn off your phone at night time and reflect on how much time you spend on it during the day. Face-to-face communication is preferable to electronic.
- Private conversations are just that and, as such, overheard or personal information should not be posted on social media platforms as gossip.
- Plagiarism is serious and the work or ideas of others need proper referencing or permission. Do not share your work with peers as it may not be used in the supportive way you had intended.
- Ensure your accounts are secure with strong passwords. Do not allow anyone else access to your email or social media accounts.
- Be wary of unknown users on line and never share personal details. Not everyone is who they claim to be.

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:

- **Academic Honesty** – 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 from school** – 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 behaviour of any kind is unacceptable at our School. If bullying behaviour does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to report the behaviour to a trusted adult in the School.

What is Bullying?

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

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

- Physical pushing, kicking, hitting, punching, or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of technology, such as:
 - Internet: email, chat room, social network misuse
 - mobile threats by text messaging and telephone calls
 - misuse of associated technology, i.e. 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, members of the Board of Trustees, 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;
- begins to play 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);
- j. Parents will inform the transport co-ordinator if they wish their child to ride a different bus than they normally would or if they wish to invite a guest on their bus on a particular day.

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, midribs, 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 or medical 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. 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, in supervised areas outside, or in the Library during lunch. 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 and Headphones, etc, Use

In High School, students are expected to use their mobile phones respectfully and safely (i.e. be aware of the environment around them). They may only be used discreetly in the HS corridor during school hours and not at the expense of face-to-face conversation. They are not permitted in classrooms unless invited by a teacher. There are other mobile-free zones in the School, notably the changing rooms. Any personal device that has been linked to a school device by Bluetooth must be *unpaired* at the end of the session.

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.

Extra-Curricular and After-School Activities

Extra-curricular activities take place outside the normal school day or classroom. Activities offered may vary from year to year. Some activities depend on having sufficient numbers. Once all the activities are established, a list will be available on the “After-School Activities” page of the School’s website. Included below are some of the more regular activities.

Student Council

Student Council is composed of an elected group of students from grades 9-12. Leadership positions are elected by the student body from a selection of candidates who have volunteered. In addition, there are Student Representatives, as students from each grade are selected by ballot to represent them on the Student Council. The number of grade representatives depends upon the size of the class. All posts are for one year. Projects and issues discussed by students vary from organisation of social events such as dances to regular meetings with the Principal to raise student issues and concerns.

Dances

Student Council sponsors two dances each year. Students are encouraged to attend these functions, which are chaperoned by teachers. Dances are usually scheduled during the spring calendar and activity planning for the following year. Changes or additions should be submitted to the Principal at least two weeks prior to the event. To keep these activities enjoyable for everyone, the following guidelines will govern school dances:

1. ISA students may bring a guest, provided the student has completed an approved visitor’s pass before the event. The **Visitor Permission Form** needs to be obtained at least one day before the event and is available from the MS/HS Office. Visitors must abide by school rules.
2. Dance Rules are:
 - a. School rules apply at dances;
 - b. Once students leave the dance they are not permitted to return;
 - c. Regular school dances are held 6.30 - 9.00pm on Friday nights;
 - d. Dance supervisors and/or the High School Principal will deal with infringement of school rules or inappropriate student behaviour at the dance.

Members of the group sponsoring the dance are the clean-up committee and are expected to help with set-up and to stay an extra 30 minutes to help with clean-up.

Prom

ISA has a tradition of holding a formal evening in May that is organised and sponsored by the Grade 11 Class in honour of the Graduating Class. A Prom Committee works with their teacher and any parent advisors to plan the event. This is an event for Grade 10, 11 and 12 students, and all are invited.



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It is possible for a Grade 11 or 12 student to bring a guest from outside ISA or from another class in the High School. It is presumed that the guest would be the person accompanying the Grade 11 or 12 student throughout the evening. If the guest is from outside ISA, a **Visitor Permission Form** must be completed as for other dances. If the guest is a Grade 9 student from ISA, a parent permission form will be required to be submitted prior to purchase of the guest's ticket.

Model United Nations (MUN)

ISA offers Model United Nations each year to students in Grades 9-12. Meetings are held during lunches prior to MUN conferences. Delegates are taught basic parliamentary debating skills and also how to write resolutions.

Committees debate and vote on such issues as arms control, the environment, human rights, health, poverty, trade, peace-keeping and others. Students will prepare for their assigned committees in their own time with support from experienced delegates and the MUN faculty sponsor. Online support is also available to new delegates. MUN is recognised as a CAS Creativity activity for IB students.

The Duke of Edinburgh Award Scheme

The Duke of Edinburgh (DofE) Award is a voluntary, non-competitive programme of activities. Participating in DofE gives young people the opportunity to experience new activities or develop existing skills. The awards are personalised, achievement-focused, achievable by all, and lead to an individually balanced development through a focus on the whole person: mind, body, and soul. There are three progressive levels of programmes which, when successfully completed, lead to a Bronze, Silver or Gold Award. Participants create their own DofE programme by choosing a volunteering, physical, and skills activity, going on an expedition and, for Gold, taking part in a residential activity.

The skills and personal attributes that are developed through participation in the DofE are recognised by employers, colleges, and universities. There is general agreement that participation develops self-confidence, independent thought and action, respect and understanding of others, responsibility, an understanding of personal strengths and weaknesses, teamwork, and communication.

At ISA, we encourage 9th and 10th graders to participate in the Bronze and Silver Award programmes. The commitment and consistency developed at these levels provides a nice preparation for the Creativity, Activity and Service (CAS) requirements in the IB programme the next two years. Hence, in 11th and 12th grade, concurrent work on a DofE Gold Award while fulfilling CAS requirements can be a natural pairing of commitment to complete both programmes.

National Honor Society (NHS)

The National Honor Society is an organisation whose objective is to create an enthusiasm for scholarship, stimulate a desire to render service, promote worthy leadership, and encourage the development of character in secondary school students. Membership in the NHS is one of the highest honours that can be awarded to a High School student. NHS chapters strive to give practical meaning to the goals of scholarship, leadership, service, and character.

To be considered for NHS membership, a student must have an average grade of 5.5 at the time of application across previous report cards. A panel of teachers evaluates those eligible students for excellence in the areas of scholarship, leadership, service and character. Students who wish to be members of the National Honor Society must demonstrate a high level of achievement and integrity in all four areas, as no student is inducted simply because he or she possesses a high academic average. NHS strives to recognise the total student, one who excels in all areas. At ISA, NHS students are involved in tutoring, recycling, and other activities providing service to the School and community.

High School Sports

Senior Girls Volleyball:

- season runs from August – November
- combination of practices and/or games each week
- girls in Grade 10 **through** 12 are eligible to participate

Senior Boys Volleyball:

- season runs from August – November
- combination of practices and/or **games** each week
- boys in Grades 9 through 12 are eligible to participate

Senior Girls Basketball:

- season runs from November – March
- combination of games and practices each week
- girls in Grades 9 through 12 are eligible to participate

Senior Boys Basketball:

- season runs from November – March
- combination of games and practices each week
- boys in Grades 9 through 12 are eligible to participate

Golf

- season runs from August - September
- generally one practice each week
- boys and girls in Grade 8 through 12 are eligible to participate

Badminton

- season runs from March - May
- generally two practices each week
- girls and boys in grade 8 through 12 are eligible to participate

Tennis

- season runs from March - May
- generally two practices each week
- girls and boys in grade 8 through 12 are eligible to participate

Junior Girls Volleyball:

- season runs from August – September
- generally two practices each week
- girls in Grade 8 and 9 are eligible to participate

Senior Boys Football (Soccer):

- season runs from August – November
- combination of practices and/or games each week
- boys in Grades 9 through 12 are eligible to participate

Junior Girls Basketball:

- season runs from November – March
- generally two practices per week
- girls in Grades 8 and 9 are eligible to participate

Junior Boys Basketball:

- season runs from November – March
- generally two practices
- boys in Grade 8 and 9 are eligible to participate

Fitness Room and Pool

The fitness room is open every day from 3-4pm (except Tuesdays) to students in Grades 8-12 who have completed the induction programme in their PE classes. Grade 11 and 12 students may use it during study halls following an induction. Students in Grade 7 are introduced to the fitness room towards the end of the second semester. The pool is open to students for a range of activities including Community and Open swim sessions when lifeguards are on duty. Swimming sessions timings are shared by the Aquatics Manager.

Parent-Sponsored Activities



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There are some after-school activities offered by parent groups, and information on these is available at the start of each school year. One of these activities includes Boy Scouts of America.

New Clubs and Activities

Any new club should follow the guidelines below to become an established opportunity for students.

Proposal -

The following information must be given to the MS/HS Principal

- Name of the club and an outline of its philosophy and goals
- Details of when and where the club will meet and who it is open to
- The name of a faculty member who is willing to sponsor this club (without financial remuneration)
- How the club supports ISA's Values
- If there any foreseeable issues that should be considered and mitigated e.g. coverage of sensitive issues, health and safety concerns, overlap with other clubs, conflicts in scheduled meeting times

Approval -

The MS/HS Principal will discuss the proposal with the relevant student council before seeking final approval from the Head of School. Where appropriate risk assessments must be carried out prior to the first meeting and Athletics Director and Site Manager included in planning.

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 and have no failing grades in any subject. 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 academically ineligible 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 be encouraged to seek teacher or tutor support to raise his/her grades, but 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.

High School Academic Procedures

Homework and Google Classroom

High School students should make effective use of Study Halls and unstructured study time in school. They should plan on two to three hours of further study at home daily. There may be days when more than this is necessary. All class work, essays, and projects are to be completed prior to semester exams. A policy on homework and deadlines [policy](#) is in place to guide planning.

Google Classroom is the virtual learning environment (VLE) of The International School Aberdeen.

This site extends the boundaries of ISA's classrooms, beyond the physical walls of the campus and the 8:15am 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 a teacher and classmates, submit homework electronically and have it returned for feedback, and complete online quizzes. Different teachers will use the platforms in different ways.

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 log-in 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 and students will have access to the 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 and the last week of a grading period, allowing teachers time to mark and enter grades.

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

Testing

The School will make an effort to ensure that students do not take more than **two** major tests in any one day. It is the student's responsibility to inform teachers if she/he has more than two tests scheduled on a day. Short quizzes of twenty minutes or less may be given at any time.

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;

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- 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>.

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, e.g. (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.

Standardised Tests

Several standardised tests are required or offered to students at ISA. These are used to help the School assess our students as compared to students around the world, to provide standardised information to universities and colleges, and to allow students to qualify for various scholarship programmes.

The International School Assessment (ISA) is taken by Grade 9 students in February. This test of mathematics, reading and writing achievement is designed for students in international schools like ours, and provides comparative data across the grade as well as comparisons to students in each student's passport country.

Tuesday 2 & Wednesday, 3 February 2021

Additional assessments are available at ISA and around the world on specific Saturdays throughout the school year. These are US-based tests taken for specific reasons. Students must register on the test's website by a given deadline and pay the required fee. ISA is a test centre for the following assessments (according to the schedule below):

The Secondary Scholastic Aptitude Test (SSAT) is required by some US private high schools and boarding schools for admission purposes and is offered on two Saturdays during the school year.

ACT, SAT Reasoning Test, SAT Subject Tests. Most United States universities and colleges require one or more of these assessments as one part of the application process. The ACT measures critical reading, mathematics, science, and writing; the SAT Reasoning Test measures critical reading, mathematics, and writing. SAT Subject Tests are taken in specific subject areas of the student's choice.

Scores earned on the ACT, SAT Reasoning Test and SAT Subject Tests may also be used for university admissions in the UK, Canada and other countries, especially by students not completing the IB Diploma Programme. Students should see their Counsellor for further information, and practice materials.

2020-2021 Test Schedule for Optional SAT exams

SAT:	Saturday, 29 August, 2020 26 September, 2020 03 October, 2020 05 December, 2020 13 March, 2021 08 May, 2021
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05 June, 2021

Semester Exams

Students in Grades 9, 10, and 11 take cumulative exams in each course at the end of each semester. An exam schedule is published prior to exam time. For Grade 10 students with IGCSE exams in the second semester, either mock or semester exams will take place immediately after the spring break.

Students are required to come to school only when they have an exam during the formal exam periods, and they should stay in the classroom for the entire exam period. Students may leave campus at the end of their last exam period of the day; if staying on campus, students should be in available study hall rooms. Students riding a bus to school in the morning, who do not have an exam the first testing period, may study in the available study hall room or in the Library. Grade 9 students require parental permission to come and go during this period.

The week of semester exams and the weekend prior should be free of extra-curricular activities. Homework may be assigned in the week leading up to exam week. However, no assignments or tests will be assigned for 4 school days prior to the first day of exams.

Semester 1 Exams: 08-14 December 2020

Semester 2 Exams: 08-14 June 2021

A semester exam will not be given early. In case of illness, make-up exams will be scheduled during the exam week if possible. Therefore, it is critical that families do not plan to leave Aberdeen for holidays prior to the completion of exams.

IB students will take mock exams in their final year. Grade 12 students will follow a special timetable during the semester exams in December. Grade 12 students in non-IB courses will write exams in May, scheduled as agreed by the teachers and students.

Grades

Grades are an evaluation of student progress and assessments. Grades are available through PowerSchool for parental viewing. High School semester grades become part of a student's High School Transcript; a permanent record. Institutions of higher learning, potential employers, and military services may be interested in a student's High School Transcript.

Grading Scale

In an effort to create an easily understandable, internationally-minded means by which to report achievement, students in Grades 9-12 will be scored on a 1-7 scale with the following descriptions of those levels:

HS Grade	Performance Level
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre

2	Poor
1	Very Poor
IE	Insufficient Evidence

This scale is clearly supportive of the IB Courses followed in Grades 11 and 12, but also provides a meaningful and appropriate framework in which to report in Grades 9 and 10. An equivalence table is shared below which indicates how a US style percentage-based system lines up with the numerical scale. It also offers a link to IGCSE grades for students who are considering those exams. A score of '1' in a subject would result in a student not receiving credit for that course and may impact their ability to graduate in Grade 12 with a High School Diploma.

'US-style' Grading Scale	ISA HS Grading Scale	IB Descriptor	Equivalent IGCSE score
98-100 (A)	7	Excellent	A*
95-97 (A)			
92-94 (A A-)	6	Very Good	A*/A
90-91 (A-)			
83-89 (B+ B)	5	Good	A/B
80-82 (B-)			
74-79 (C+ C)	4	Satisfactory	C
72-73 (C C-)			
68-71 (C- D+)	3	Mediocre	D
65-67 (D)			
60-64 (D D-)	2	Poor	E/F
50 (F)	1	Very Poor	G/U

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 organises 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.

Reporting Grades to Parents

Written progress reports will be available on PowerSchool once during a semester, with another report sent home at the end of each semester. A student working below his/her potential, or exhibiting inappropriate behaviour, may receive additional reports at any time during the school year. In addition to these reports, parent-teacher conferences are held in November and March.

Insufficient Evidence (IE)

On the report card, the grade of “IE” designates “Insufficient Evidence”, only given in extreme cases such as long-term absences. Students will not earn credits for classes where the student has demonstrated insufficient evidence.

Academic Probation

A student who fails one course or who receives two or more “2’s” during any one grading period will be placed on academic probation. Each student who experiences 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 Administration and teachers deem necessary in the student’s best interest

The student’s progress will be reviewed at each grading period. We encourage the student to contact teachers and the Counsellor frequently, especially after each progress report. If the student is still experiencing difficulty and on academic probation after one and a half semesters, the student may be asked to consider their place at the school. Progress and report card grades will be reviewed to decide the student’s status.

Transcripts

An ISA Transcript is a record of courses taken and grades earned while attending ISA (four years’ grades may be shown).

Students transferring from ISA should obtain a **Withdrawal Form** from the **Downloads** page of 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 following the end of the semester.

Most universities in the US and Canada, and some universities in other countries, require Official High School Transcripts for any students applying to that university. Working with their Counsellor, Grade 12 students will request transcripts be sent along with other documents as required by each university. Final Grade 12 transcripts are posted in June to universities requiring proof of graduation. Due to the nature of our school, mobility of our student body and small class sizes, ISA does not compute or report class rank. Tertiary



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education institutions will calculate GPAs themselves (if required) using their own system of weightings based on the transcript and school profile submitted by ISA.

Science and Health Classes

During our Health and Science programmes, students will have structured learning that covers the important aspects of Family Life and Sex Education. This includes topics such as human reproduction, safe relationships, and consent. We believe this forms an important part of their education, and is an expectation of national education policies. However, if parents or guardians have strong feelings against any of the themes to be covered, their views will be respected and the student will be removed from those particular lessons and given additional relevant work to complete.

Summer School/Distance Learning

Students may wish to attend summer school or take classes through distance learning programmes to challenge themselves in various areas, to meet prerequisite requirements for IB courses, to strengthen themselves in areas where they are weak, or to take courses that are not offered at ISA. Grades earned in these courses will not become part of a student's ISA transcript. Only course work from an accredited school will be acceptable to meet graduation requirements. See the Counsellor and IBDP Co-ordinator for summer school or distance learning programme information.

Counselling

The Counsellors are available to help students choose a course of studies, to discuss any issues (academic or personal), and to serve as an advocate for students in the school setting. Another role of the Counsellors is to help organise career days, college/university and career speakers, and to assist students in the college/university application process.

Beginning in their 11th grade year, students should plan to meet regularly with a Counsellor to discuss and research possible career interests and options for higher education. A process has been developed to aid the student in requesting letters of recommendation and in organising and submitting university applications, and each student will work individually with a Counsellor in this process.

Academic Awards

Awards are presented at the Academic Awards Assembly or at Graduation in the spring. These awards include:

Department Awards

Departmental awards are presented to the outstanding student in each department. Academic achievement, effort, dedication, curiosity, etc., are all factors in determining the outstanding student in each department. The following departments choose and present awards at the Academic Awards Assembly in May:

- English
- English as an Additional Language
- Social Studies
- Science
- Mathematics
- French
- Spanish
- Art and Design
- Computing and Technology
- Music

Outstanding Student Award

The High School Faculty will select the Outstanding Student from the graduating class. This student will represent their classmates as Graduation Speaker.

The person chosen as Outstanding Student must have been enrolled in ISA since the beginning of the second semester of his/her eleventh grade year. Average report grade score will be one criterion for this award. All eligible students' averages will be calculated at the end of the seventh semester of High School. Distance learning, summer school, and other grades will not be included. Other factors for the selection of Outstanding Student include record of service to the School/community and how the student embodies the School's code of conduct and philosophy.

Jim Burns Senior Service Award

This award is presented at Graduation. The Grade 12 recipient of this award has demonstrated outstanding service to their school/community. He/she has taken on service willingly and with a positive attitude.

ISA Student Award for International Understanding

The High School Faculty will nominate one student each year to receive this award. It is "Awarded to a student who is a good representative of his/her own country, with a positive attitude toward the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together into a sense of community, thus furthering the cause of international understanding".

International Baccalaureate CAS Award

This award is given to a 12th Grade IB Diploma student who has demonstrated outstanding commitment to the spirit as well as the mandatory requirements of the CAS programme across all three areas of Creativity, Activity, and Service.

University of Aberdeen Principal's Award

This award is given to one student in each of Grades 10 and 11 who shows excellent academic potential.

Citizenship Awards 9, 10, 11, 12

This award is presented each year to one student in each Grade 9-12. As stated in the Educational Philosophy, "The students of The International School 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". The recipients of this award exemplify this philosophy.

Student Effort Awards 9, 10, 11, 12

This award is given to one student in each Grade 9-12. The recipients of this award have demonstrated outstanding effort in their classes and activities.

Principal's Award

The Principal's Award is a distinction awarded to a person where often most of their accomplishments are completed behind the scenes. The criteria for selection are: Character, Citizenship, and School/Community Service.

Registration Information and Course Descriptions

Selecting Courses and Registering

Returning students will complete a **Course Request Form** in the 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. High School transition and IB informational evening sessions are held around this time to assist parents in understanding the process and the course options.

If teacher permission is required for a course, it is indicated on the **Course Request Form**. All IB courses require permission of the instructor. **Course Request Forms** should be returned to the Counsellor with both parent and student signatures. Changes to the form can only be made with parental permission.

Students new to ISA will meet with our Counsellor, who will review the student's previous credits and course options, and a **Course Request Form** will be completed. Both the student and parents must sign this form. Changes to the form can only be made with parental permission. Parents should contact the Counsellor with any questions about the course selection process.

Adding or Dropping Courses

Students may add or drop inappropriate courses during the first few weeks of the year. 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. There may be times later in the semester when the student, teacher, and parent agree a course level should be changed. The same procedure will be followed.

High School Courses

The following four-year chart will give you an idea of courses taken at each grade level. When planning courses and registering, students should consider graduation requirements, IB requirements if applicable, and especially interest in courses for present and future study. IB courses are offered at Higher Level and Standard Level unless indicated otherwise in the course description. English as an Additional Language (EAL) and Learning Support (LS) courses are also built into student timetables as required.

Students at The International School Aberdeen have the option to sit Cambridge IGCSEs in many of their subjects at the end of Grade 10. In addition to ensuring good preparation for the IB Diploma Programme, courses have been designed to meet the requirements of these exams. Further information on IGCSEs and associated course guides can be found on the [CIE website](#).

ISA is an approved testing centre of IGCSEs and classes that can lead to formal certification are listed below. The syllabus codes are included for reference.

International Mathematics Core and Extended (0607)
Chemistry (0620)
Physics (0625)
Biology (0610)
English (0500)
Design Technology (0445)
English Lit (0475) from May 2022

French (0520)
Spanish (0530)
Computer Science (0478)
Art and Design (0400)
Global Perspectives (0457)
Media Studies (OCR J200)

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Environmental Management (0680) from May 2022

Subject	Grade 9	Grade 10	Grade 11	Grade 12
<i>English</i> (4)	English 9	English 10	IB English 1	IB English 2
<i>Social Studies</i> (3)	Global Perspectives 9	Global Perspectives 10	IB Economics, IB History, IB ESS, IB Psychology	IB Economics, IB History, IB ESS
<i>Math</i> (3)	Maths 9C or 9E (Algebra/Geometry)	Maths 10C or 10E (Algebra/Geometry)	IB Maths AA, IB Maths AI	IB Maths Studies, IB Maths SL IB Maths HL
<i>Science</i> (3)	Integrated Science	Biology	IB Biology, IB Chemistry, IB ESS, IB Physics	IB Biology, IB Chemistry, IB ESS, IB Physics
<i>Foreign Lang.</i> (2)	Spanish or French Lower Intermediate	Spanish or French Upper Intermediate	Continued language study at High School, IB Ab Initio, or IB Language B level	
<i>P.E. Health (2) & Electives</i>	PE/Health 9	PE 10	Elective or IB Elective	Elective or IB Elective
<i>Comp (1*); Arts (1) & Electives</i>	Art and Design, Music, DT, Computing, Media	Art and Design, DT, Computing, Media, Music	Elective or IB Theory of Knowledge	Elective or IB Theory of Knowledge
<i>Another class/ Study Hall</i>	Another class/Study Hall	Another class/Study Hall	Study Hall	Study Hall

* Proven competency in computing is sufficient to meet the IT requirement of graduation (i.e. a formal computer science course does not need to be chosen), but this competency in itself does not count as a credit towards the HS Diploma.

Alternative Pathways

Grade 11 or 12 course (no modification) - Students enrolled in IB-level classes that are covering the prescribed content and developing the associated skills will be assessed in the same way as their peers. A semester exam will be given in place of the final externally assessed exam paper that IBDP and Courses students take in May. Standard course names will be used, including an indication of standard or higher level.

Grade 11 or 12 course (with modification) - Where students are not able to access the curriculum as set by the IB, a modified or selective programme will be offered. Grades awarded will be on a 1-7 scale and based on the standards and expectations of comparable IGCSE level courses. Course titles on the transcript will include M to indicate an alternative, modified programme, e.g. Physics 11 M. In grades 9 and 10 the letter 'M' will indicate the expectations of the Core level are being met.

The following table links content and level to the course titles that will be used from August 2020.

Course Title	Content	Key assessments	Level/final grade
IB Biology 2 HL	HL Biology Syllabus	Semester and external summative exam (or equivalent)	IB DP 1-7
IB Biology 2 SL	SL Biology Syllabus	Semester and external	IB DP 1-7

		summative exam (or equivalent)	
Biology 12 M	Modified SL Biology Course	Semester exams	1-7 based on expectations at IGCSE level
Biology 10	IGCSE Extended Syllabus	Semester and optional external summative exam	1-7 based on expectations at extended IGCSE level
Biology 10 M	Modified IGCSE course	Semester and optional external summative exam	1-7 based on expectations at Core IGCSE level

English Courses

Development of all language skills is emphasised at every level. This includes the continued development of the writing process, presentation, analysis, research and library skills appropriate to each grade level.

English 9

1 credit

Through the study of literature ninth grade English emphasises the department philosophy of improving students' abilities of writing, listening, speaking, and presenting. Vocabulary and grammar skills are honed in the context of a writing programme and the investigation of style analysis in the study of literature. The students will produce various types of writing. In an effort to promote intercultural awareness and understanding, students will study literature of all genres and draw from a variety of cultures. New literary terms will be introduced as a tool for analysis. A selection of novels is used to investigate theme and symbolism while bolstering the aim of creating international understanding. This course syllabus will prepare students for IGCSE Year 2 and the IB Language and Literature course.

English 10

1 credit

Prerequisite: English 9

English 10/IGCSE Year 2 continues the theme of building on, and improving, language skills in preparation for the optional First Language 0500 English exam. These skills include reading analytically and writing to various genres and differing audiences. The course builds on IGCSE 1 with the development of vocabulary, both academic and subject specific. Students analyse, synthesise and evaluate different genres of texts including non-fiction works and visual media, demonstrating their learning in various forms, including written, spoken, and the visual. The programme aims to further student listening and speaking skills, whilst also preparing students for the transition to the International Baccalaureate Language and Literature course.

IB English 1, 2

2 credits/ 2 years

Prerequisite: English 10

In the Language A: language and literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms, and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production, and help shape their critical awareness of how texts and their associated visual



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and audio elements work together to influence the audience/reader, and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

HS EAL

1 credit

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.

HS EAL 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 topics of reading, writing, grammar, and vocabulary are taught in context through themes related to the mainstream curriculum when possible. We also believe in open communication with parents in order to inform them about the nature of additional language learning and ways in which they can best support their children.

Learning Support

1 credit

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. To be eligible to enter the programme, students must have a diagnosed specific learning difference, supported by a report from an educational psychologist. This allows them to receive effective support and also appropriate testing accommodations. Students must be capable of working 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. Class sizes are restricted (typically no more than 12 and in practice much smaller) to promote personalised learning.

The Learning Support teachers communicate regularly with the subject teachers and, as a team, address the individual student’s needs. Teachers do not modify curriculum at the High School level, but do make accommodations as to how the student is assessed and/or instructed based on their learning difference. Students are expected to meet the demands of our university preparatory curriculum with these accommodations in place.

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



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process once a year. Communication and co-ordination 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.

Social Studies Courses

Global Perspectives 9

1 credit

Global Perspectives 9 is a skills-based course that examines important issues in the world today through various perspectives. Students will develop their research, analytical, argument, reflection, communication, and collaboration skills in this course. It requires students to bring an open mind and be willing to look at global topics from a point of view that may differ from their own. Students will learn to gather information from a variety of sources and to evaluate and create arguments based upon those sources. Students will come away with a balanced view of relevant topics facing today's society. The course will continue into Grade 10, at the conclusion of which students will be prepared to take the IGCSE exam in Global Perspectives.

Global Perspectives 10

1 credit

A continuation of the 9th grade course, Global Perspectives 10 is a skills-based course that examines important issues in the world today through various perspectives. Students will develop their research, analytical, argument, reflection, communication, and collaboration skills in this course. It requires students to bring an open mind and be willing to look at global topics from a point of view that may differ from their own. Students will learn to gather information from a variety of sources and to evaluate and create arguments based upon those sources. An individual written report and a team project, both chosen from a selection of topics, will comprise two of the major long-range assessments of the course. Students will come away with a balanced view of relevant topics facing today's society. At the conclusion of the course, students will be prepared to take the IGCSE exam in Global Perspectives.

IB History 1, 2

2 credits/2 years

Students in this course will be introduced to the major forces in 20th century modern world history. The emphasis is on an international perspective. Through studying primary and secondary source material and by learning to write analytically, students will develop an understanding of several Twentieth Century wars and many political leaders and their policies. Students are further expected to identify, understand and make judgements about different approaches to, and interpretations of the past. The evaluation of historical documents is a central focus of the course. All students sit two exam papers at the end of course. Each student submits an historical investigation, which forms a component worth 20%-25% of the final IB grade. Higher-level students sit one additional exam paper on extension material. Essay writing, critical thinking, and analysis of sources are continuously practised and developed throughout the course.

IB Economics 1, 2

2 credits/2 years

Prerequisite: Maths 10E recommended

IB economics is a two-year course which can be studied at standard or higher level. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

This IB Economics course emphasises the economic theories of micro-economics, which deals with economic variables affecting individuals, firms and markets, and the economic theories of macro-economics, which deals with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues.



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The Economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to understand and resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

IB Psychology 1, 2

2 Credits/2 years

Prerequisite: None

The IB Diploma Programme Psychology course is the systematic study of behaviour and mental processes.

As the Psychology course examines the interaction of biological, cognitive and sociocultural influences on human behaviour, it is well placed in Group 3, Individuals and Societies. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour.

The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way, ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

IB Environmental Systems & Societies 1, 2

2 Credits/2 years

Prerequisite: Grade 10 Science

This two-year standard-level IB course will provide students with a coherent understanding of the relationships between environmental systems and human social systems; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face as adults. Students will evaluate the scientific, ethical, and socio-political aspects of these issues. During the course, students will develop skills in designing and carrying out empirical investigations (both in the lab and in the field), as well as social science techniques such as the use of surveys and analysing online demographic, economic, and geographic data. Students will complete a substantial Individual Investigation. This course can be taken to fulfil either Social Studies or Science ISA and IB requirements.

Science Courses

Integrated Science 9

1 credit

This course will introduce students to the fundamentals of Physics, Biology and Chemistry. It is designed to provide them with the background understanding required by upper level Science. They will start to develop the evidence gathering, critical thinking and communication skills they will need as they progress through the Sciences.

Biology 10

1 credit

Prerequisite: Grade 9 Integrated Science

This course is designed to broaden a grade 10 student's scientific skills using topics of a standard Biology curriculum. Problem-solving, numeracy skills, experiment planning, evaluation of experimental procedures, data collection and analysis will be an important part of this course. Topics covered will include Cells, Biochemistry, Classical and Molecular Genetics, Plants and Photosynthesis, Ecology, Evolution, as well as Human Nutrition, Digestion, Excretion, Reproduction, Circulation, and Gas Exchange systems.

Chemistry 10

1 credit

Prerequisite: Grade 9 Science

This course is designed to broaden a student's scientific skills using the extended topics of an IGCSE Chemistry syllabus. The focus will be on problem-solving, experiment planning, evaluation of experimental procedures, data collection and analysis throughout the course. Topics addressed will include acids, bases and salts, reaction rates, metals and reactivity series, organic chemistry, stoichiometry, electrochemistry, and equilibria.

Physics 10

1 credit

Prerequisite: Grade 9 Science

This course is designed to broaden a student's scientific skills using the core topics of a standard Physics curriculum. The focus will be on problem-solving, numeracy skills, experiment planning, evaluation of experimental procedures, data collection and analysis. Students will carry out a large, self-directed research project. Topics covered in the course will include, mechanics, electricity and magnetism, energy, waves, and nuclear physics.

IB Biology 1, 2

2 credits/2 years

Honours weighted

Prerequisite: Grade 10 Science

IB Biology is an intensive study into Biology and the study of life. This is a two-year course which can be studied at Standard (SL) or Higher level (HL). The core topics of study are Cells, Biochemistry, Genetics, Ecology, Evolution and Biodiversity, and Human Physiology. In Higher level, there are additional topics as well as more depth to some core topics, including Nucleic Acids, Metabolism, Cell Respiration, Photosynthesis, Plants, Genetics and Evolution, and Animal Physiology. Experimental investigation is a requirement for IB Biology. There will be many practical investigations as well as a Group 4 Integrated Science Project and a substantial Individual Investigation.

IB Chemistry 1, 2

2 credits/2 years

Prerequisite: Grade 10 Science, Maths 10E recommended

This course will enhance students' understanding of topics visited in earlier science courses, though no prior knowledge is assumed. Topics are initially taught in isolation but, as the course proceeds, increasing integration of the topics will enable students to fully analyse applications and develop an appreciation for the nature of science. Core topics studied include stoichiometry, periodicity, bonding, physical properties of matter, reaction kinetics, chemical equilibrium, oxidation and reduction reactions, acids and bases and organic chemistry. Students choose from the Option topics of Biochemistry or Energy as part of the second year of the course, and are required to undertake a substantial amount of practical work.

IB Environmental Systems & Societies

2 Credits/2 years

Honours weighted

Prerequisite: Grade 10 Science

This two-year standard-level IB course will provide students with a coherent perspective of the relationships between environmental and societal systems. This perspective will enable them to develop an informed personal response to a wide range of pressing environmental issues that they will inevitably face as adults. Students will evaluate the scientific, ethical, and socio-political aspects of issues. During the course, students will study many different systems that require both environmental and societal considerations. These studies will incorporate hands-on work in the laboratory, field investigations, and the use of social science techniques such as opinion surveys. This course can be taken to fulfil either Social Studies or Science ISA and IB requirements.

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IB Physics 1, 2

2 credits/2 years

Prerequisite: Grade 10 Science, Maths 10E Recommended

Physics is a study of the way in which the universe works. This course is intended to take students from a basic understanding to university entry level in two years. It does this by teaching the skills required to understand the discipline. Students will gain an understanding of the nature of the science along with the specific knowledge expected of a high school graduate. Topics covered will range from mechanics and electricity to quantum and nuclear physics. The course can be studied at standard or higher level, with the higher level course building on the core concepts studied by all participants. The course will provide opportunities for individual and collective exploration through a variety of approaches.

IB Computer Science 1, 2

2 credits/2 years

Prerequisite: none

Computer Science is a Group 4 subject in the IB that sits alongside other sciences such as Physics, Chemistry, Biology, Design Technology, etc. The course is offered at two levels: Standard (SL) and Higher (HL). The two-year course, based on core concepts of computational thinking and algorithm design/development, uses current and popular programming languages as its base. It explores various issues surrounding computing in today's world and is aimed to broaden the learner's problem solving and critical thinking skills. Some of the key highlights of the course are as follows:

- learn a popular and industry standard programming language (Java) and develop higher-order code solutions useful in various fields of study.
- analyse and design solutions for a wide range of real world problems relating to resource, data and memory management, user interfaces, computer networks, computer hardware and architecture, systems development and modeling
- develop strong communication and collaboration skills to work in local and international contexts
- demonstrate clear understanding of social and ethical issues surrounding the development of computing in today's society
- develop abstract thinking skills to be able to innovate and design optimal solutions
- conceive, prototype, design and develop effective end-user interfaces that allow for users to interact with data and systems that solve identified problems

The Case Study component allows students to get a closer look at a real world system and explore various issues – technical, ethical and social – surrounding the system being considered for examination. The internal assessment is a complete software solution, designed and documented to address a real problem with an identified end-user.

Mathematics Courses

Maths 9 Core

1 credit

Prerequisite: Maths 8C or 8E

This course is the first of two in a sequence designed for students whose primary interests may be more in the humanities and soft sciences. Students will acquire and develop foundational mathematical skills, and learn to apply them to other subjects and to real world problems. Students should have, and will be expected to use a graphing calculator on a regular basis.

The first portion of the IGCSE International Mathematics 0607 Core syllabus will be studied. Topics of coverage will include, but not necessarily limited to, number, algebra, functions, geometry, two-dimensional transformations, mensuration and co-ordinate geometry.

Maths 9 Extended (IGCSE)

1 credit

Prerequisite: Maths 8C or 8E

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This course is the first of two in a sequence designed for students that enjoy the challenge of a more rigorous math course, whose foundational math skills are in place, and whose interests may lie more in business administration, chemistry, physics, biology, engineering and mathematics. Students must be willing to accept the challenge of a more rigorous math course and the rapid pace that comes along with it. Students will acquire and further develop mathematical skills, and learn to apply them to other subjects and to real world problems. Students should have, and will be expected to use a graphing calculator on a regular basis.

The first portion of the IGCSE International Mathematics 0607 Extended syllabus will be studied. Topics of coverage will include, but not necessarily limited to, number, algebra, functions, geometry, two-dimensional transformations, mensuration and co-ordinate geometry.

Maths 10 Core

1 credit

Prerequisite: Maths 9C or 9E

This course focuses primarily on developing a thorough understanding of algebraic topics and techniques, and applying algebraic, geometric and technological approaches to solve problems. Many topics previously introduced in Algebra Geometry 9C are reviewed and extended in order to prepare students for the demands of IB mathematics courses. Emphasis is placed on utilising a variety of mathematical concepts and skills to solve problems. Some of the topics covered include: study of number systems; graphing and solving linear and quadratic equations and inequalities; systems of equations and inequalities; analysis of a range of functions – linear, quadratic, square root, absolute value, and exponential; operations with polynomial, exponents and radicals; sequences and series; basic trigonometry; and an introduction to probability and statistics. In this course, the student will become proficient in utilising technological tools such as graphing calculators in their mathematical work.

Maths 10 Extended (IGCSE)

1 credit

Prerequisite: Maths 9E

This course is the second of two in a sequence designed for students who enjoy the challenge of a more rigorous math course, whose foundational math skills are in place, and whose interests may lie more in business administration, chemistry, physics, biology, engineering and mathematics. Students must be willing to accept the challenge of a more rigorous math course and the rapid pace that comes along with it. Students will acquire and further develop mathematical skills, and learn to apply them to other subjects and to real world problems. Students should have, and will be expected to use a graphing calculator on a regular basis.

The second portion of the IGCSE International Mathematics 0607 Extended syllabus will be studied. Topics of coverage will include, but not necessarily limited to, trigonometry, sets, functions, probability and statistics.

IB Mathematics Analysis and Approaches 1, 2

2 credits/2 years

Prerequisite: Maths 10C or 10E (for HL)

The IB DP Mathematics: analysis and approaches course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course, students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

IB Mathematics: Applications and Interpretation 1, 2

2 credits/2 years

Prerequisite: For SL: 10 C or 10 E; For HL: 10 E and teacher recommendation

This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. The course makes extensive use of technology to allow students to explore and construct mathematical models and will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Students who wish to take the applications and interpretation course at HL will need solid algebraic skills and should get pleasure and satisfaction when exploring challenging problems. They must also be committed to putting additional time into their studies of mathematics. The five topics of study for both the HL and SL course are: Number and algebra, functions, geometry and trigonometry, statistics and probability, and Calculus. It should be noted that the SL course is a subset of the HL course.

Language Acquisition Courses

French

French Intermediate Level (IGCSE year 1), French Upper Intermediate Level (IGCSE year 2), IB French Ab Initio, and IB French Language B courses are offered to High School students. At Grade 9 and 10 a beginner's course is also offered. Students will be enrolled in the level according to their previous study, teacher recommendation, or performance on placement tests.

Language Trips: Every other year, IB and pre-IB language students may have the opportunity to travel to France for a full-immersion experience. Students stay with local families, study at a local language school, and participate in cultural events and tours of the area.

French Intermediate Level (IGCSE year 1) & Upper Intermediate Level (IGCSE year 2)

2 credits / 2 year course (Pre-IB Language B) - 1 credit per year

Prerequisite: We recommend that learners starting this course should have studied a French Middle School Programme or equivalent.

This course consolidates and extends previous study of the language to prepare learners for entry in the IB French Language B programme in grades 11 and 12*. Additionally, the mastery of the content of these courses will stand students in good stead should they decide to take the IGCSE exam at the end of grade 10.

These French programmes, in line with both IB and the IGCSE, aim to:

Consolidate and extend previous study of the language to prepare learners for an optional IGCSE exam at the end of grade 10, and IB French Language B in grades 11 and 12.*

The Cambridge IGCSE French syllabus aims to:

- develop the ability to communicate effectively using French;
- offer insights into the culture and society of countries where French is spoken;
- develop awareness of the nature of language and language learning;
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- provide enjoyment and intellectual stimulation;
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum;
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in French or another subject area.

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Emphasis is placed on all four language skills: Reading; Writing; Listening; and Speaking. These are continually assessed throughout the courses. For more detailed information about the syllabus, see <http://www.cie.org.uk/images/203241-2017-2019-syllabus.pdf>.

Learners work to acquire a command of the key vocabulary and grammatical structures necessary for personal communication. In the Upper Intermediate Level (year 2), the goal is to reach a higher level of fluency by learning to express more complex ideas across a greater range of tenses. Teaching throughout the course is largely conducted in the target language, and learners are encouraged to use French as the means of communication in the classroom.

Progression: Students who complete both years of the course successfully are encouraged to continue to study French at a more advanced level (IB French Language B) in grades 11 and 12.

*Learners interested in taking only one year of the course, for whatever reason, are encouraged to do so. However, students must be aware that if they take any High School French class (including a French Intermediate level IGCSE class), they would no longer be eligible to take IB French Ab Initio, which is a beginner's level course.

HS French Beginner

1 credit/1 year

In line with ISA's Language Policy that all students will develop a language, a beginner's class is offered for students new to the language. Students may take both years of the course and then look to take either French B or Spanish *ab initio* in Grade 11. Some students may wish to fast track their learning so they can join the Intermediate and Upper Intermediate classes.

IB French *Ab Initio*

2 credits/2 years

IB French Ab Initio is an intensive course for beginners, designed to be followed over two years by students who have had little or no previous experience of French at the High School level.

The language Ab Initio course is organised into five themes:

- Identities
- Experiences
- Human Ingenuity
- Social Organisations
- Sharing the Planet

Each theme has a list of topics that provide the students with opportunities to practise and explore the language, through the study of grammar, vocabulary, and cultural exploration. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. The IB French Ab Initio exam consists of both receptive and productive skills assessment: Reading and Listening Comprehension, Written production, and Oral Interaction (in which an exploration of an aspect of culture must be included).

Language Ab Initio is available at Standard Level only.

IB French Language B

2 credits/ 2 years

Prerequisite: at least two years of Intermediate Level French language study.

IB French Language B is an additional language-learning course intended for students who have some previous and serious knowledge of learning French. It may be studied at either Standard or Higher Level. The main focus of the course is on language acquisition, improved skills and fluency, and intercultural understanding. Receptive, productive and interactive skills and competencies will be developed over the two-year course through the study and use of a range of culturally relevant written and spoken texts. Such

material will extend from everyday oral exchanges to literary texts, newspaper and magazine articles, blogs and other social media sources. The Language B syllabus approaches the learning of language through context, based around five general themes that are not connected to specific assessment components. Those themes are: Identities, Experiences, Human Ingenuity, Social Organisation, and Sharing the Planet. The exploration of these themes help students develop intercultural awareness and international-mindedness while focusing on the target culture and developing their linguistic competence.

The IB French Language B exam assesses both receptive and productive skills through Reading and Listening Comprehension, Written Production, and an Individual Oral.

Spanish

Spanish Intermediate Level (IGCSE year 1), Spanish Upper Intermediate Level (IGCSE year 2), IB Spanish Ab Initio, and IB Spanish Language B courses are offered to High School students. Students will be enrolled in the level according to their previous study, teacher recommendation, or performance on placement tests.

Language Trips: Every other year, IB and pre-IB language students may have the opportunity to travel to Spain for a full-immersion experience. Students stay with local families, study at a local language school, and participate in cultural events and tours of the area.

Spanish Intermediate Level (IGCSE year 1) & Upper Intermediate Level (IGCSE year 2)

2 credits / 2 year course (Pre-IB Language B) - 1 credit per year

Prerequisite: We recommend that learners starting this course should have studied a Spanish Middle School Programme or equivalent.

This course consolidates and extends previous study of the language to prepare learners for entry in the IB Spanish Language B programme in grades 11 and 12*. Additionally, the mastery of the content of these courses will stand students in good stead should they decide to take the IGCSE exam at the end of grade 10.

These Spanish programmes, in line with both IB and the IGCSE, aim to:

- develop the ability to communicate effectively using Spanish;
- offer insights into the culture and society of countries where Spanish is spoken;
- develop awareness of the nature of language and language learning;
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- provide enjoyment and intellectual stimulation;
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum;
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in Spanish or another subject area.

Emphasis is placed on all four language skills: Reading, Writing, Listening and Speaking. These are continually assessed throughout the courses. For more detailed information about the IGCSE syllabus, see <http://www.cie.org.uk/images/203241-2017-2019-syllabus.pdf>.

Learners work to acquire a command of the key vocabulary and grammatical structures necessary for personal communication. In the Upper Intermediate Level (year 2), the goal is to reach a higher level of fluency by learning to express more complex ideas across a greater range of tenses. Teaching throughout the course is largely conducted in the target language and learners are encouraged to use Spanish as the means of communication in the classroom.

Progression: Students who complete both years of the course successfully are encouraged to continue to study Spanish at a more advanced level (IB Spanish Language B) in grades 11 and 12.

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*Learners interested in taking only one year of the course, for whatever reason, are encouraged to do so. However, students must be aware that if they take any High School Spanish class (including a Spanish Intermediate Level IGCSE class), they would no longer be eligible to take IB Spanish Ab Initio, which is a beginner's level course.

IB Spanish Ab Initio

2 credits/2 years

IB Spanish Ab Initio is an intensive course for beginners, designed to be followed over two years by students who have had no previous experience of Spanish at the High School level.

The language ab initio course is organised into five themes:

- Identities
- Experiences
- Human Ingenuity
- Social Organisations
- Sharing the Planet

Each theme has a list of topics that provide the students with opportunities to practise and explore the language, through the study of grammar, vocabulary, and cultural exploration. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

The IB Spanish Ab Initio exam consists of both receptive and productive skills assessments: Reading and Listening Comprehension, Written Production, and Oral Interaction (in which an exploration of an aspect of culture must be included.)

Language ab initio is available at Standard Level only.

IB Spanish Language B

2 credits/ 2 years

Prerequisite: at least two years of Intermediate Level Spanish language study.

IB Spanish Language B is an additional language-learning course intended for students who have some previous and serious knowledge of learning Spanish. It may be studied at either Standard or Higher Level. The main focus of the course is on language acquisition, improved skills and fluency, and intercultural understanding. Receptive, productive and interactive skills and competencies will be developed over the two-year course through the study and use of a range of culturally relevant written and spoken texts. Such material will extend from everyday oral exchanges to literary texts, newspaper and magazine articles, blogs and other social media sources. The Language B syllabus approaches the learning of language through context, based around five general themes that are not connected to specific assessment components. Those themes are: Identities, Experiences, Human Ingenuity, Social Organisation, and Sharing the Planet. The exploration of these themes help students develop intercultural awareness and international-mindedness while focusing on the target culture and developing their linguistic competence.

The IB Spanish Language B exam assesses both receptive and productive skills through Reading and Listening Comprehension, Written Production, and an Individual Oral.

Physical Education and Health Courses

Physical Education and Wellbeing 9

1 credit

Physical Education 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. Higher levels of skill performance are achieved in successive years as students expand the skill repertoire. Students participate in individual, dual, and team sports with exposure to more full game situations as they

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progress and are introduced to sport tactics, elements of team play, offensive and defensive strategies. 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.

Total health requires more than the absence of disease. The wellness model incorporates the physical, mental, emotional, and social dimensions of health. All topics presented in the Health programme will be examined in terms of their impact on the total well-being of the individual. This year's nutrition unit introduces the concepts of active living, healthy eating, and feeling good about oneself, and ends with an understanding of energy balance and metabolism. The preventing substance abuse unit includes student research on substances and application of the decision-making model to promote healthy choices and avoid substance abuse. Students differentiate between avoidance mechanisms and coping strategies. Interpersonal skills are the foundation for the final unit, in which students examine the qualities of healthy relationships and begin to explore gender issues. Students research sexually transmitted infections, and learn about HIV and AIDS. The themes of healthy choices, self-responsibility, and risk reduction are emphasised throughout the course.

Physical Education and Wellbeing 10

1 credit

Physical Education 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. Higher levels of skill performance are achieved in successive years as students expand the skill repertoire. Students participate in individual, dual, and team sports with exposure to more full game situations as they progress, and are introduced to sport tactics, elements of team play, offensive and defensive strategies. 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. Themes related to health and wellbeing in Grade 9 are further developed in Grade 10.

Elective Courses, Arts and Technologies

HS Computer Science

1 credit

Prerequisite: none

The Computer Science Course is split into two main units: 'Theory of Computer Science' and 'Practical Problem Solving and Programming', in line with the units of the Cambridge IGCSE in Computer Science.

Each year of the course can be taken as a stand-alone Computer Science credit, or the two years can be taken with the option to sit the IGCSE examination at the end of the second year. In each year, teaching time will be split between the two units.

The Cambridge IGCSE syllabus aims to develop:

- computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required;
- understanding of the main principles of solving problems by using computers;
- understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems;
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people;
- skills necessary to apply understanding to solve computer-based problems using a high-level programming language, in our case Python.

For further information see:

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-computer-science-0478>.



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(See also IB Computer Science above)

HS Design Technology 1/2

1 credit

Prerequisite: none

Design Technology is a creative, hands-on and practical subject. Using creativity and imagination, students will design, construct, and evaluate products that solve real and relevant problems within a variety of contexts that address real needs. Students will acquire a broad range of subject knowledge and draw on other subjects such as math, science, technology and art. They will be exposed to many new technologies in the design process, and will develop hands-on skills during product construction. The designing, building and evaluation of created products is central to the course. High-quality design technology makes a vital contribution to the creativity, culture, wealth and wellbeing of the global community, and through evaluation of products students will develop a critical understanding of their impact on daily life and the wider world.

The first semester Year 2 is when the students complete the IGCSE project and time is given after the winter break in the lead up to exams to prepare registered students for the final papers in May/June. Time will be given to reviewing techniques associated with the Graphical Products unit developed earlier in the programme.

HS Media 1/2

This Media Studies course helps students to develop a wider understanding and appreciation of the media, both historical and contemporary, and its role in society, culture and politics. Students will engage with the perspectives of consumers and producers of media, and analyse a range of texts and contexts from the worlds of television, media promotion, music and news. They will also apply their knowledge and understanding of media language and representations to create media products of their own, expressing and communicating meaning to an intended audience. Please note that the core resources are chosen by the exam board and are deemed appropriate for this age group which may include texts rated 15.

This Media Studies course will enable learners to:

- demonstrate skills of enquiry, critical thinking, decision-making, analysis, and creativity
- acquire knowledge and understanding of a range of important media issues, and apply specialist subject-specific terminology to analyse and compare media products and their contexts in order to make informed arguments, reach substantiated judgements and draw conclusions.

In Media 2 students continue to build on the knowledge and develop the skills learned in Media 1. They will work on units on Music Magazines, Radio 1 Live Lounge and Crime Dramas and carry out case study analysis of MOJO magazine and episodes from 'The Avengers' and 'Cuffs'. Students will also revise content from Media 1 and hone knowledge, understanding and analysis of a range of media products. There will be focus on exam preparation and exam writing skills.

HS Environmental Sustainability

1 credit

The syllabus is designed to teach learners about sustainable development in a world where the security of resources and life-sustaining systems is endangered by human impact. It draws upon disciplines such as biology, Earth science, geography and economics.

Learners gain an understanding of the Earth's natural systems and how people use natural resources; they then investigate the impact of human development on the environment and learn how the environment can be managed sustainably in the future, from a local as well as a global perspective. It can lead to the Environmental Management IGCSE.

HS Art and Design 1/2

1 credit

The course is designed to accommodate mixed age and ability groups by covering units of work that give the student an opportunity to deepen and broaden their knowledge of areas of visual art and design. These units



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are not sequential but stand independently as a learning experience. Each unit is tailored to the requirements of both the beginner and the experienced student. Art projects are theme-based and will be explored through the following disciplines: drawing, painting, 3D artworks, graphic design and printmaking.

The aim of this course is to enable learners to develop an ability to identify and solve problems in visual forms as well as progress in visual awareness through a critical and cultural understanding.

Incorporated into each unit are all aspects of art appreciation, including visits to galleries, and visiting artists to help establish investigative, analytical and interpretative skills which will aid practical and expressive skills in final artworks.

This course will also guide students through a variety of skills involved in designing and making. They are encouraged to use an organised approach through the use of the Design Process and Gantt charts to promote self-directed learning.

Students are encouraged to be creative and practical when given Design Briefs as a starting point to each unit. Students attend various workshops on technology, both within the school environment and the wider community. These workshops include animation and 3D design, to enable students to develop and explore the concept of design and making.

HS Art and Design (IGCSE)

The Cambridge IGCSE Art & Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. Students also learn how to develop ideas from initial attempts to final solutions. An ideal foundation for further study, Cambridge IGCSE Art & Design also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience.

The syllabus helps equip learners with lifelong skills including:

- confidence and enthusiasm as they develop technical skills in two- and/or three-dimensional form and composition;
- the ability to identify and solve problems in visual and tactile forms;
- the ability to develop ideas from initial attempts to outcomes.

This course aims to balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in art education.

For more information visit: <http://www.cie.org.uk/images/202512-2017-2019-syllabus.pdf>.

IB Art

2 credits/ 2 years

Prerequisite: a previous High School art course and a commitment to be self-directed

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem- solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. Students enrolled in this two-year course are assigned the task of developing a portfolio of works either in a variety of media. Through this process of experimentation and explorations, students create exhibition pieces that will be exhibited as part of their final exam. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media. Considerable self-direction and working outside school hours is expected in this course.

HS Instrumental Music



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1 credit

Prerequisite: Instrumental Music experience

The High School Instrumental Music course is for experienced musicians. Students will learn advanced ensemble rehearsal and performance techniques. Students will also study and perform various styles of music, culminating in five performances throughout the school year. Students will also perform solos at various events throughout the year. Members of this ensemble will also have the opportunity to audition for the AMIS High School Honor Band.

NOTE: Any students or parents involved in the ISA Band Programme should write down all brand names, model numbers and serial numbers of their instruments, whether they are renting or own the instrument. ISA will not take responsibility for the loss of or damage to any instrument. Parents should also be sure that the instrument is insured. Parents should refer to their ISA Band Handbook in early August for more specific information of the ISA Band Programme.

IB Music

2 credits/2 years

Prerequisite: ability to read music and have control of instrument or voice. Students need to speak directly with the IB music teachers.

IB Music is a two-year course offered at both Standard and Higher Levels. Students will be expected to study the history of Western music, while concentrating on multiple cultures. Theory of music is also studied, and a musical investigation will be completed as part of the student's final grade. The final components will be performance and composition.

Additional Courses

IB Theory of Knowledge

1 credit/2 years

Theory of Knowledge (TOK) is an interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to explore the bases of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. TOK seeks to develop a coherent approach to learning that transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Teacher's Aide

1/2 credit

The Teacher's Aide provides support services, assigned to a specific staff member. These students receive training and direction, which provides them with valuable educational and vocational skills.

Online Courses

There is a range of IB courses offered online by Pamoja Education which may be taken to supplement, but not replace, ISA's course offerings. Pamoja Education works in co-operation with the IB to provide online Diploma Programme courses.

Among the courses offered are Mandarin Chinese Ab Initio, Business and Management, Information Technology in a Global Society, Philosophy, Psychology and Film.

Students will need approval to study online and there is an additional fee of approximately £1,300 per year.

www.pamojaeducation.com

Child Care and Babysitting

Leaving Children Alone – What the Law Says

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" rule. Instead, the choice is left to parents. They know their children best and can use their own judgement. Child protection issues should be carefully considered when engaging child minding services.

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. 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:

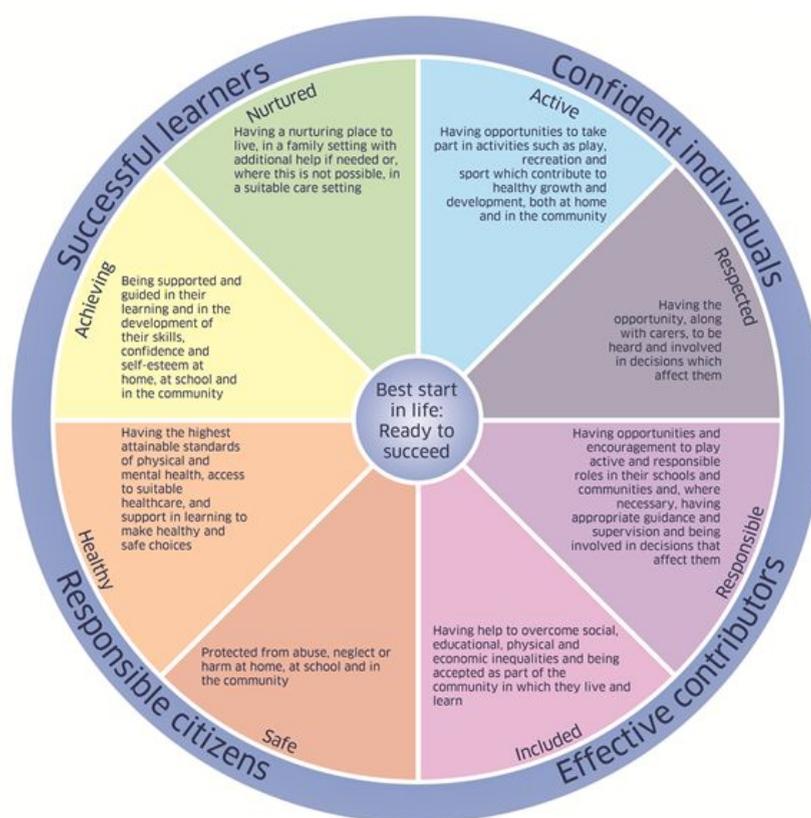
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/leaving-child-home-alone/>

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 Designated Child Protection Co-ordinators 2020-2021

Heather Barker -	ext. 333
James Cooper -	ext. 351
Sarah Cusworth -	ext. 309
Valerie DeGraw -	ext. 319
Morio Kajiwara -	ext. 353
Karen Munro -	ext. 400
Andrea Taylor -	ext. 350

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.

High School students are permitted to have one device of their own linked to the school's network. This may not be a phone.

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 Head of School 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 Board of Trustees authorises the Head of 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 Substances 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 to 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 Head of School 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 Board of Trustees authorises the Head of 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 Substances 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.

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 Board of Trustees authorises the Head of 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.

4. 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 Board of Trustees and the Head of School 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 Head of School 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 student 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 previous offences, the Head of School 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 Head of School or his/her designate will bring this to the Board of Trustees for consideration.

8.40.2.8 Voluntary Request for Assistance

Any student voluntarily seeking information or assistance concerning tobacco, alcoholic beverages or drugs use is encouraged to contact the Counsellor or School 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 who 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 Head of School 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 student(s) concerned.

If the situation warrants that the Police become involved, the Head of School 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 Head of School or his/her designate feels that a search is warranted in keeping with the Controlled Substances Policy.

The Head of School or his/her designate may also search students' 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 Head of School 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 Head of School or his/her designate. If circumstances call for more extreme measures, the Police may be asked to investigate.

CROSS-REFERENCES: [8.40.1 Student Due Process Rights](#)
[8.40.5 Student Complaints and Grievances](#)
[8.50.2 Student Expulsion](#)

