



**THE INTERNATIONAL
SCHOOL ABERDEEN**

Every Child. Every Opportunity.

HIGH SCHOOL

Student/Parent Handbook 2018-2019





THE INTERNATIONAL SCHOOL ABERDEEN

Every Child. Every Opportunity.

June 2018

Dear Students and Parents

Welcome to an exciting new year at ISA. The 2018-19 school year will offer High School students opportunities to reach their potential in a wide range of academic, athletic, artistic, and leadership opportunities. Students will also have opportunities to extend their learning beyond the walls of a classroom through a variety of field trips. They will 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 placed above the printed name.

Dr Angus Carmichael
MS/HS Principal

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ISA Vision and Mission

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. School calendars document the schedule of Friday 1 and Friday 2 classes.

High School					High School		
	<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thur</u>		<u>Fri 1</u>	<u>Fri 2</u>
8:20	<i>Attendance & Announcements</i>				8:20	<i>Attendance</i>	
8:25 – 9:50	A	E	D	H	8:20 – 9:40	A	E
9:50 – 10:00	<i>Break</i>				9:40 – 10:15	<i>Meeting Time and Break</i>	
10:00 – 11:25	B	F	C	G	10:15 – 11:35	B	F
11:25 – 11:35	<i>Break (Cafeteria closed to HS)</i>				11:35 – 11:45	<i>Break (Cafeteria closed to HS)</i>	
11:35 – 1:00	C	G	B	F	11:45 – 1:05	C	G
1:00 – 1:35	<i>Lunch</i>				1:05 – 1:40	<i>Lunch</i>	
1:35 – 3:00	D	H	A	E	1:40 – 3:00	D	H

Absence from School

In addition to the guidelines on school absence in the All-School Student/Parent Handbook, if a 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.

Late to Class (Tardy) in Middle/High School

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

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.

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, and Mathematics, and three or four years in 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 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 with all six academic courses. Students must also complete requirements within the Creativity, Activity and Service (CAS) component. Finally, students write a 4000-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. It is available on the school website or from the MS/HS Office. The IB Co-ordinator and Counsellors hold information sessions for interested parents and students of any grade. Please contact our IB Co-ordinator directly if you have any questions about the programme.

Creativity, Activity, Service (CAS)

ISA's 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.

Field Trips

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

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

- Accept that limitations may be more stringent than normal in order to ensure safety. The **Student Code of Conduct** and other ISA rules apply. Specifically, students agree that no sexual relationships will take place, and controlled substances (and/or associated paraphernalia) may not be used, possessed, distributed, purchased, or sold by any person whilst on school trips (regardless of the legal age of use of the country);
- Submit passports to the trip supervisor in advance of any trip abroad; parents should ensure that the passport is valid and the visas are valid for both the UK and any country to be visited;
- Bring appropriate clothing, supplies, money, passport, visas, and any other items as noted by trip supervisors;
- Abide by curfew 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 returned promptly at the beginning of each school year (available from the Forms page on the School's website). Any changes to these details are to be made known to the ISA field trip co-ordinator immediately.

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 Careers & University 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.

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 has completed the **Release From Structured Study Hall Form**, approved by the IBDP Co-ordinator.
- Signed parent permission for off-campus privileges is on file in the MS/HS Office. This must also be signed by the Principal. The form is available from the MS/HS Secretary, after the **Teacher Release Form** has been completed.
- The student signs out at Reception 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. 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:**

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

Student Drop-Off:

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

Pre-School Parking:

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

Pedestrian/Biker Entrance:

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

Car Park Safety:

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

Behaviour Expectations and Student Discipline

Philosophy Statement

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

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

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

Rights and Responsibilities

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

Students have the right to learn and work:

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

Students have the responsibility:

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

Student Code of Conduct

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

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

The following expectations, together with the ISA Technology Acceptable Use Policy and the Controlled Substance Policy (Appendices 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.

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.
- **Tuancy 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, ie camera and video facilities

Why is it important to respond to Bullying?

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

Objectives of this Policy

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

Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- changes their usual routine
- is unwilling to go to school
- 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, midriffs, and underwear. For health and safety reasons, sensible shoes should be worn; "flip-flops" specifically are not permitted. Students in violation will be asked to put on a substitute piece of clothing or pair of shoes or sent home to replace the item. Other than for religious 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 the 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/iPod 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 should only be used discreetly and never at the expense of face to face conversation. They are, therefore, not appropriate at the lunch table for example. 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* when finished with.

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. There are four Student Council Officers: President, Vice President, Treasurer, and Secretary, 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 meeting with the Principal regarding any student issues and concerns.

Dances

Student Council sponsors several 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. For all students (except 12th graders) written parental permission is necessary to leave a dance before 10.00pm;
 - c. Once students leave the dance they are not permitted to return;
 - d. Regular school dances are held 7.00 - 10.00pm on Friday nights;
 - e. 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 parent advisors to plan the event. This is an event for Grade 10, 11 and 12 students, and all are invited.

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 10, 11 and 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.

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. High School teachers evaluate 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

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 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 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

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

Junior Girls Basketball:

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

Junior Boys Basketball:

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

ISA's facilities are only to be used by students when under the supervision and care of a responsible adult who is a teacher or hired coach.

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. 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

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.

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, isa24/7 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.

isa247 and Google Classroom are the virtual learning environments (VLEs) of the International School Aberdeen.

These sites extend the boundaries of ISA's classrooms, resources and Faculty 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 these 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 login account details. Once entered, navigation icons are used to view the different screens: Grades and Attendance; Grades History; Attendance History; Teacher Comments; School Bulletins; Class Registration; Student Calendars.

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

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

Citation

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

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

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 12 & Wednesday 13, February 2019

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.

2018-2019 Test Schedule for Optional Saturday exams

SAT: **Saturday,**
6 October 2018
3 November 2018
1 December 2018
4 May 2019
1 June 2019

ACT: **Saturday,**
27 October 2018
9 February 2019

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.

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.

The week of semester exams and the weekend prior should be free of extracurricular 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: 6-13 December 2018
Semester 2 Exams: 5-11 June 2019

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 always 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 U.S. 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.

Former ISA 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 organizes their time effectively.
The student seeks support and guidance when needed.

Engagement

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

Collaboration

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

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 a Progress Report at any time during the school year; teachers will also use Progress Reports to inform parents of positive progress. In addition to this, 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 withdraw from 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 **Relocation 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. ISA does not compute class rankings and will not ordinarily work out a GPA value. In the unlikely event a GPA is specifically requested by a college, an extrapolation can be made using the table in the Grading section and a GPA calculated.

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
Drama
TOK

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.

CIS Student Award for International Understanding

The High School Faculty will nominate one student each year to receive this award given by the Council of International Schools. 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.

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 early spring. Students and parents are asked to read this section of the Handbook, which describes the courses. Students are also expected to talk to their teachers and Counsellors about which courses are best for them. 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. EAL and 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)

French (0520)

Spanish (0530)

Computer Science (0478)

Art and Design (0400)

Global Perspectives (0457)

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English (4)	English 9	English 10	IB English 1 or English 11	IB English 2 or English 12
Social Studies (3)	Global Perspectives	World History & Geography 2	IB Economics, IB History, IB Environmental Systems & Societies	IB Economics, IB History, IB Environmental Systems & Societies
Math (3)	Maths 9C or 9E (Algebra/Geometry)	Maths 10R or 10E (Algebra/Geometry)	IB Math Studies, IB Math Standard Level IB Math Higher Level Algebra 1 or Algebra 2	IB Math Studies, IB Math Standard Level IB Math Higher Level
Science (3)	Integrated Science	Biology	IB Biology, IB Chemistry, IB Environmental Systems & Societies, IB Physics	IB Biology, IB Chemistry, IB Environmental Systems & Societies, IB Physics
Foreign Lang. (2)	Spanish or French at student's level		Continued language study at High School, IB Ab Initio, or IB Language B level	
P.E. Health (2) & Electives	PE/Health 9	PE 10	Elective or IB Elective	Elective or IB Elective
Comp (1*); Arts (1) & Electives	Art and Design, Music, Computing, Publications	Fine Arts, Drama or Computer App.	Elective or IB Theory of Knowledge	Elective or IB Theory of Knowledge
Electives/ Study Hall	Study Hall	Study Hall, Chemistry or Physics	Study Hall	Study Hall

* Proven competency in computing is sufficient to meet the IT requirement of graduation, ie 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.

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 (IGCSE Year 1)

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 drawn 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, which will be introduced in the 2018/19 school year, and the IB Language and literature course, to be introduced in the 2019/20 school year.

English 10

1 credit

Pre-requisite: English 9

Tenth grade English continues the department philosophy of building and improving language skills. These skills include writing, reading, listening and speaking effectively. To this end, students concentrate on writing in different genres, increasing their vocabulary, studying syntax and form, exploring various genres of literature and improving oral expression.

English 11 and 12

2 credit/2 years

Pre-requisite: English 10

These courses will run concurrently with IB English 1 and 2 with some modifications to the syllabus and/or requirements to meet the needs of students not taking the IB certificate in English. The course objectives are the same as those of the IB English course. See the course description below.

IB English 1, 2

2 credits/ 2 years

Pre-requisite: English 10

IB Language A1 (English) is a pre-university, two-year course in literature. The study focuses on styles and themes of literature to investigate topics such as human motivation, personal relationships and the individual in society. Exploration of literature develops student ability to express orally and in writing the complex ideas presented by the authors. Students are encouraged to develop an independent interpretation of works while analysing the craftsmanship employed by a wide variety of authors.

By developing the IB student's critical reading skills, the course encourages the development of an appreciation of literature and a knowledge of the culture of the student's own society as well as that of other societies and cultures. Much of the literature studied will be works in translation; ie originally they will have been written in another language. Through the study of World Literature, which is an integral part of the programme, the student will gain a broadened and international perspective of literature and human thought. Literary analysis and essays are integral elements of the course. Public speaking skills are reinforced through participation in oral interpretation, debates, and oral presentations.

EAL English, EAL Skills, EAL Support

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 Skills and EAL Support is provided to any student who does not have English as his or her native language and whose competency in English does not yet meet grade level expectations. In order for the student to function successfully in the academic programme and social life of the School, support is offered to assist in the acquisition of the language skills needed to access the ISA mainstream curriculum.

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

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

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

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. The majority of students who are currently supported in the programme have diagnosed specific learning differences and typically receive long-term support and 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.

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 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 and 10

2 credits/2 years

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 in Grade 10, students will be prepared to take the IGCSE exam in Global Perspectives.

IB History 1, 2

2 credits/2 years

Pre-requisite: permission of the teacher

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 through analytical writing, 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 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

Pre-requisite: 10E Maths 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 microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal 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.

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 Environmental Systems & Societies

2 Credits/2 years

Pre-requisite: 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 issues. During the course, students will study eight different topics; however, the most important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field. This course can be taken to fulfil either Social Studies or Science ISA and IB requirements.

Science Courses

Integrated Science

1 credit

This course will introduce students to the basic fundamentals of Physics, Biology and Chemistry, and provide them with the background to enter upper level science. They will start to develop the evidence gathering and communication skills they will need as they progress through the Sciences.

Biology

1 credit

Pre-requisite: 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, Ecology, Evolution, as well as Human Nutrition, Digestion, Excretion, Circulatory, and Respiratory systems.

Chemistry

1 credit

Pre-requisite: Integrated Science

This course is designed to broaden a student's scientific skills using the core topics of a standard chemistry curriculum. The focus will be on problem-solving, experiment planning, evaluation of experimental procedures, data collection and analysis. Topics covered will include the periodic table, particle theory, chemical reactions, stoichiometry, oxidation and reduction, electrochemistry, thermodynamics, organic and environmental chemistry.

Physics

1 credit

Pre-requisite: Integrated 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. Topics covered will include, mechanics, thermal energy transfer, electricity and magnetism, waves, and nuclear physics.

IB Biology 1, 2

2 credits/2 years

Honours weighted

Pre-requisite: 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 or Higher Level. 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

Honours weighted

Pre-requisite: Grade 10 Science (Maths 10E recommended at HL)

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

Pre-requisite: 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.

IB Physics 1, 2

2 credits/2 years

Honours weighted

Pre-requisite: Grade 10 Science (Maths 10E recommended at HL)

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies.

This two-year course examines topics such as mechanics, thermal physics, waves, electricity and magnetism, atomic and nuclear physics, and quantum physics. Students will be given the option to focus their interests through in-depth study of one additional topic (Astronomy, Relativity, Medical Imaging, Engineering). Students will also do extensive experimental work requiring in-depth analysis of collected data.

Mathematics Courses

Maths 9C (Algebra/Geometry)

1 credit

Pre-requisite: Pre-Algebra or recommendation of mathematics teacher

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 9E (Algebra/Geometry)

1 credit

Pre-requisite: MS Maths 9E

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 skill 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 coordinate geometry.

Maths 10C* (Algebra/Geometry)

1 credit

Pre-requisite: Maths 9C

This course focuses primarily on developing a thorough understanding of more advanced algebraic topics and techniques and applying algebraic, geometric and technological approaches to problems. Many topics previously introduced in Maths 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; matrices and their applications; analysis of a range of functions – linear, quadratic, exponential, logarithmic, square root, absolute value, reciprocal and inverse square functions; operations with polynomial, exponents, logarithms 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.

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

Maths 10E* (Algebra/Geometry)

1 credit

Pre-requisite: 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 skill 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 Maths Studies

2 credits/2 years

Pre-requisite: Maths 10C

This course is available only at Standard Level, and is equivalent in status to Mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilise the statistics and logical reasoning that they have learned as part of the mathematical studies SL course in their future studies.

IB Maths Standard Level

2 credits/2 years

Honours weighted

Pre-requisite: Maths 10E

IB Mathematics Standard Level is a two-year course designed for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The course allows students to study and investigate the following mathematical topics: functions; number theory and related topics; algebra, geometry and trigonometry; vectors; differential and integral calculus; probability and statistics. It is intended to provide a solid mathematical basis for those students planning to pursue further studies in such fields as chemistry, economics, biology and business administration.

IB Maths Higher Level

2 credits/2 years

Honours weighted

Pre-requisite: Maths 10E and teacher recommendation

IB Mathematics Higher Level is a rigorous two-year course intended for students with a strong background in mathematics and who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Topics covered include: differential and integral calculus; advanced calculus topics such as power series further integration techniques; probability and statistics; complex numbers; matrices; and vector geometry.

Modern Languages

The IGCSE modern language courses at ISA, like the IB programmes, are acquisition courses. Students who have a good enough understanding of the language to be considered 'native speakers' or whose current understanding meets or exceeds the course exit standards, are ineligible for these classes. Fluent French students are encouraged to register with the CNED programme through the School and use that framework to develop further their language.

Spanish and French speakers unable to join the Grade 9/10 language classes will, however, be permitted to sit the final IGCSE exam if they wish, and support will be available from language teachers in the form of revision guidance and practice papers.

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. 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 Lower Intermediate (IGCSE Year 1) and French Upper Intermediate (IGCSE Year 2)

1 credit per year

Pre-requisite: 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 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 (eg 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.

Emphasis is placed on all four language skills – reading, writing, listening and speaking, all of which are assessed in the exam. 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.

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 **no previous experience** of French at the High School level.

The language *Ab Initio* course is organised into three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

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 four components: Reading Comprehension, Written Production, Oral Interaction, and a Written Assignment (exploring an aspect of culture.)

Language *Ab Initio* is available at Standard Level only.

IB French Language B

2 credits/2 years

Pre-requisite: 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 Level 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 material. 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 within a set of prescribed themes such as “Communication and Media”, “Global Issues”, and “Social Relationships”.

The IB French Language B exam consists of five components: Reading Comprehension, Written Production, Individual Oral, Interactive Oral, and a Written Assignment.

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 Lower Intermediate (IGCSE Year 1) and Spanish Upper Intermediate (IGCSE Year 2)

1 credit per year

Pre-requisite: 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 an optional IGCSE exam at the end of Grade 10, and IB Spanish Language B in Grades 11 and 12.*

The Cambridge IGCSE Spanish syllabus aims 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 (eg 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, all of which are assessed in the exam. 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 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.

*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 three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

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 four components: Reading Comprehension, Written Production, Oral Interaction, and a Written Assignment (exploring an aspect of culture.)

Language *ab initio* is available at Standard Level only.

IB Spanish Language B

2 credits/ 2 years

Pre-requisite: at least two years of intermediate level Spanish language study

Language B course 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 Level 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 material. 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 within a set of prescribed themes such as “Communication and Media”, “Global Issues”, and “Social Relationships”.

The IB Spanish Language B exam consists of five components: Reading Comprehension, Written Production, Individual Oral, Interactive Oral, and a Written Assignment.

Physical Education and Health Courses

Physical Education/Health 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 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 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.

Computer Science

Computer Science

1 credit

Pre-requisite: 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>

Publishing

1 credit

Grades 10-12

Pre-requisite: Permission of the teacher

The main focus of the Desktop Publishing course is the production and publication of the ISA Yearbook. Students will be involved in the whole publication process – from planning and design, advertising & marketing, digital photography & image manipulation, page layout, file & image organisation, proofing & editing and distribution. Students will develop advanced skills using industry-standard DTP and image editing software (currently Adobe Photoshop & Adobe InDesign CS3). Enrolment in this course is generally by invitation only. The course is highly time/schedule dependent and students need to be self-motivated, show initiative, and be willing to give a commitment of time and effort outside of class time.

Fine Arts Courses

Art and Design

1 credit

The course is designed to accommodate mixed age and ability groups by covering units of work. These units 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. The units, which are theme-based, will be explored through the following disciplines: drawing, painting, ceramics, textiles, printmaking, graphic design, and various other crafts.

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.

Students choosing this course in both Grades 9 and 10 will be able to take the IGCSE Art and Design exam. 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

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

Students enrolled in this two-year course are assigned the task of developing a portfolio of works either in one medium or in a variety of media. This will culminate in an exhibition of the student's work. In addition, students must embark on a detailed study displayed in a research workbook. Considerable self-direction and working outside school hours is expected in this course.

Instrumental Music

1 credit

Pre-requisite: 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.

Theatre Arts

1 credit

Theatre Arts is offered to Grades 9-12 as a year-long elective.

High School (non-IB) students extend their understanding and interpretation of dramatic texts, forms, characters, and theatrical productions. They incorporate a variety of dramatic elements and conventions in their work.

Students are required to take a more active role in class by analysing, interpreting, and performing dramatic works from various cultures and time periods.

Students will research various acting styles, including musicals and conventions, that could be used in their presentations, and will analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

IB Music

2 credits/2 years

Pre-requisite: 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, 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 £900 per year.

www.pamojaeducation.com

Child Care and Babysitting

Leaving Children Alone – What the Law Says

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

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

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

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

The NSPCC's advice on leaving a child at home is:

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

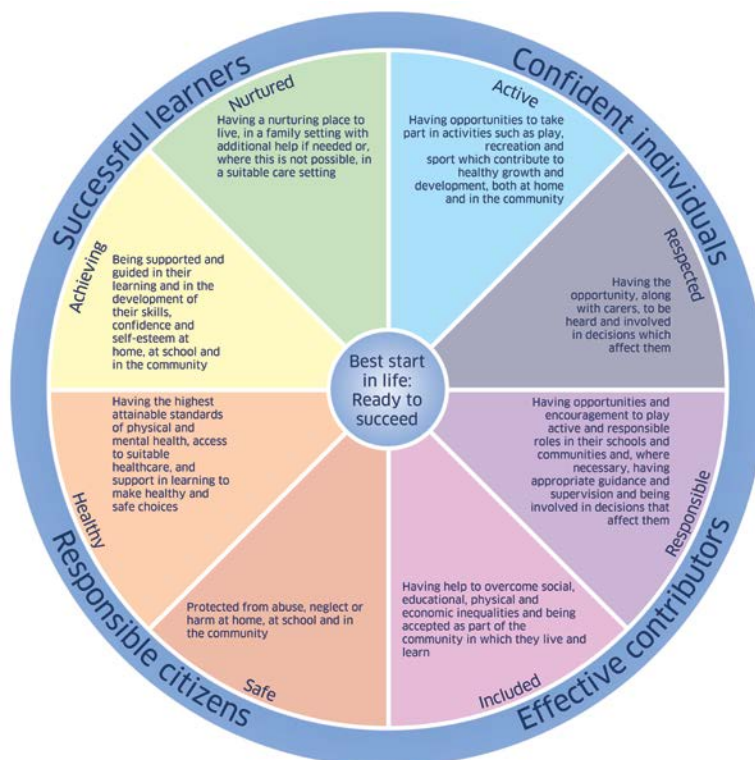
For more information: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/leaving-child-home-alone/>

Appendix A: GIRFEC and ISA Child Protection Team

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



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



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

ISA Child Protection Team 2018-2019

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

Appendix B: ISA Technology Acceptable Use Policy

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

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

Equipment

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

Security and Privacy

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

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

Internet

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

Email

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

Appendix C: Controlled Substance Policy

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

8.40.2.4 Controlled Substances Policy - Tobacco

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

1. Reasonable Cause

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

2. Violations of the Policy

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

8.40.2.5 Controlled Substance Policy – Alcoholic Beverages

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

1. Reasonable Cause

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

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

2. Violations of the Policy

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

8.40.2.6 Controlled Substance Policy – Drugs, and Associated Paraphernalia

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

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

1. Definitions

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

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

2. Reasonable Cause

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

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

3. Violations of the Policy

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

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

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

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

8.40.2.7 Cumulative Offences

Offences under Policies 8.40.2.4 (Tobacco), 8.40.2.5 (Alcoholic Beverages), 8.40.2.6 (Drugs and Associated Paraphernalia) are cumulative throughout a student's enrolment at ISA. Disciplinary actions will be taken in accordance to the number of violations against these policies. The Director or his/her designate has the authority to consider all previous offences when considering an appropriate disciplinary action up to and including expulsion from ISA. Cumulative Offences indicates that a 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 Director or his/her designate has the authority to expel the student from school on a temporary basis. If the recommendation is for a permanent expulsion, the Director or his/her designate will bring this to the School Board for consideration.

8.40.2.8 Voluntary Request for Assistance

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

8.40.3 Interrogations and Searches**Interrogations**

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

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

Searches

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

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

Cross References:

8.40.5 Student Complaints and Grievances

8.50.2 Student Expulsion