



Student/Parent MYP Handbook

GRADES 7–10
2017–2018



ADMINISTRATION

Enrollment at the International School of Athens means a commitment to honor the spirit and the letter of the code and rules governing academic and social behaviour for those who are members of the school's community.

The International School of Athens believes that parents and school are partners in educating our children. We, therefore, recommend that parents keep a copy of this Handbook for reference so that the school and the family can work together for the welfare of both the individual and the community.

Parents are encouraged to contact the appropriate person directly with concerns or questions: (Please use the extensions in the table below.)

Mr. Spiros Molfetas	Director	116
Ms. Maria Protopapa	Deputy Director & Counselor Head of the Center for Counselling & Learning Services	212
Ms. Lea Pateras	IBDP Coordinator	205
Ms. Constantina Venieris	IBMYP Coordinator	105
Ms. Kathy Petris	University Placement Coordinator	221
Ms. Helen Haniotakis	Admissions Coordinator/ Registrar	113
Ms. Maria Plakiotaki	Administrative Assistant	213
Mr. Fanis Malakondas	Financial Director	122
Ms. Kelly Bahlitzanaki	Marketing & PR Manager	111

IB WORLD SCHOOL

As an IB (International Baccalaureate) World School we believe in the IB learner profile. IB learners strive to be:



www.em-is.org

Inquirers: They nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.

Knowledgeable: They develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.

Thinkers: They use critical and creative thinking skills to analyze and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.

Communicators: They express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.

Open-minded: They critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and they are willing to grow from the experience.

Caring: They show empathy, compassion and respect. They have a commitment to service, and they act to make a positive difference in the lives of others and in the world around us.

Risk-takers (Courageous): They approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.

Balanced: They understand the importance of balancing different aspects of their lives—intellectual, physical and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.

Reflective: They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and personal development.

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IB Middle Years Programme (MYP)

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16.

It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.



MYP: From principles into practice, 2014

The MYP consists of eight subject groups: [Language and Literature](#), [Language Acquisition](#), [Individuals and Societies](#), [Sciences](#), [Mathematics](#), [Arts](#), [Physical and Health Education](#), and [Design](#).

Distinctive features of the MYP include:

- **Key and related concepts** are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
- **Global contexts** provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.
- **Approaches to teaching and learning** are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
- **Service as Action** sets out clear learning outcomes that grow from students' participation in local and global communities.
- **The Personal Project**, for students in grade 10, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

The ISA Progress Report is divided into sections:

The first section consists of the student's achievement levels in all subjects at the end of each reporting period. The students are assessed against four assessment criteria for each subject, ranging from 0-8. A level of achievement for each subject's criteria will appear on the first trimester report only for the criterion that has been assessed at least twice. By the end of the academic school year, when all four criteria have been adequately assessed, an MYP year grade will be reported for each subject, for the interdisciplinary unit and the personal project (Grade 10). The criterion levels total, maximum 32, is converted on a scale of 1-7, as described in table below.

7	Boundary guidelines: 28—32 Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Boundary guidelines: 24—27 Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence
5	Boundary guidelines: 19—23 Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
4	Boundary guidelines: 15—18 Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Boundary guidelines: 10—14 Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Boundary guidelines: 6—9 Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills
1	Boundary guidelines: 1—5 Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

A 3 (or above) is considered a passing grade.

Students should achieve a total of **24** marks (3 X 8 subjects) in order to be promoted to the next grade:

Grades 7, 8 : The passing grade (3) is determined by the sum of the best grade the student has achieved in each of the 8 subject areas.

Grade 9 : The passing grade (3) is determined by the sum of the best grade the student has achieved in each of the 7 subject areas and the Interdisciplinary Unit.

Grade 10 : The passing grade (3) is determined by the sum of the best grade the student has achieved in each of the 7 subject areas and the Personal Project.

Note: Students' grades must not fall to a 2 or lower in two or more subject areas by the end of the academic year in order to be promoted to the next grade.

Approaches to learning (ATL) is a very important component of the program and the MYP report reflects the student's progress in the ATL skills categories of: Communication, Social, Self-Management, Research, and Thinking. The levels that appear on the report describe the student's ability to exercise each skill as Novice, Learner, Practitioner, or Expert. This is a holistic approach to understanding each student's overall capabilities and areas of development in each skill.

The comment section of the report reflects the student's progress as an IB learner with an emphasis on each student's strengths and weaknesses and areas of improvement. It is important to note that input from all subject area teachers is shared to evaluate each student's development in both the ATL skills and the IB Learner Profile.

Students need to fulfil specific Service as Action requirements by the end of the academic year. Therefore, each report reflects student progress in this area, as well.

ACADEMIC MONITORING

- Academic Monitoring provides students with a structure of counselling, monitoring and evaluating which keeps them constantly aware of both their progress and areas for improvement. This necessarily involves close communication between the student, his or her teachers, the MYP Coordinator and the parents.
- A student, whose record indicates that he or she may have difficulty in working toward or meeting the academic standards of the school, is placed on Academic Monitoring. However, Academic Monitoring is not merely related to academic performance but also pertains to ATL skills, which may affect academic performance in the long-term. Therefore, a student may be monitored if his/her self-management, communication or social aptitudes need development.
- Bi-monthly teacher progress reports are completed on line. A student placed on Academic Monitoring will meet with the MYP Coordinator to discuss his/her progress. As well, the Academic Monitoring report is sent electronically to the parents.

- The purpose of the school is to aid in enhancing student strengths and supporting students in overcoming areas of weakness. Therefore, consistent feedback, communication and cooperation will ensure the student improves and develops in order to become an IB learner.

LANGUAGE POLICY

Our school provides a continuous effort to enrich its curricula, promote internationalism, and provide our students with additional tools to use in their future endeavours.

Students from grades 7-10 study at least one of the following languages as a Language and Literature course: English or Modern Greek.

In case the mother tongue of a student is not included in the above languages, the school suggests that parents hire a qualified mother tongue teacher. A list of tutors is provided, and the MYP Coordinator undertakes the responsibility to communicate to tutors the standards and practices of the Middle Years Programme (MYP).

In addition, students have the opportunity to take up to two Language Acquisition courses in the following world languages: English, Modern Greek, Spanish, French, German, Arabic.

The separation of language levels follows the Phases model of the MYP. Across all Language Acquisition courses, students are grouped in the following way: Phases 1-2, Phases 3-4, and Phases 5-6.

The groups are formed according to language skills and student numbers.

All students must study Modern Greek as either a Language and Literature or a Language Acquisition course.

By following appropriate language levels as part of their academic program, students in grades 7-10 are encouraged to sit for external and internationally recognized examinations. All students receive exam skill instructions, as it is beneficial for their language development, regardless of participation in the exam.

The diplomas follow the Common European Framework of Reference for Languages (CEF), and cover levels A1 (Beginners) to C2 (Mastery). These are awarded by internationally recognized institutions. Students may attain the following certificates:

CAMBRIDGE English Language Assessment (Diploma of English as a Foreign Language)

DELF Diplôme d'Etudes en Langue Française (Diploma of French as a Foreign Language)

DELE Diploma de Español como Lengua Extranjera (Diploma of Spanish as a Foreign Language)

OSD (Diploma of German as a Foreign Language)

ΠΙΣΤΟΠΟΙΗΣΗ ΕΠΑΡΚΕΙΑΣ ΤΗΣ ΕΛΛΗΝΟΜΑΘΕΙΑΣ
(Certificate of Attainment in the Greek Language)



ACADEMIC HONESTY POLICY

Academic honesty means that one's own work is authentic and not a reproduction of other people's work or ideas.

Intellectual property rights must be respected and are often protected by law (copyrights on music, patents, movies, published books).

In the arts, you may be inspired by other artists' music or creativity. It is perfectly acceptable to be inspired by other artists' work but the original source must always be acknowledged. As the IBO Academic Honesty Policy states: *"The imitation of another artist's work may be acceptable in contexts that are well defined by the teacher, but candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice."*

PLAGIARISM & MALPRACTICE

According to the IBO, a student is guilty of malpractice if he or she plagiarizes, works too closely together with another student (collusion), or duplicates work.

In the IB programme, plagiarism, collusion and duplication are defined as follows:

Plagiarism: This is defined as the representation of the ideas or work of another person as the student's own.

Collusion: This is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another student.

Duplication of work: This is defined as the presentation of the same work for different assessment components.

The following are additional examples of MALPRACTICE:

- Fabricating data for a table, a survey or the like constitutes malpractice.
- Many students know more than one language. It is malpractice to read something in one language and translate it into another and present it as one's own ideas.
- Taking unauthorized material into an examination room (such as cell/mobile phone, written notes other than the teacher allows).
- Leaving and/or accessing unauthorized material in a restroom that may be visited during an assessment.
- Misconduct during an assessment, including any attempt to disrupt the assessment or distract another student.
- Exchanging information or in any way supporting the passing on of information to another student about the content of an assessment.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the assessment.
- Stealing assessment papers.
- Using a calculator when one is not permitted for the assessment.
- Disclosing or discussing the content of an assessment with another student who has been absent is considered malpractice.



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CONSEQUENCES OF MALPRACTICE

In accordance with school policy, the following sanctions will be carried out in cases of academic malpractice:

1. The teacher gives the student an oral warning.
2. If the academic malpractice happens again, then each step of school's discipline policy is followed.
3. In addition, if a student cheats, plagiarizes and/or lies, he/she may receive zero for the entire assignment and may not qualify for makeup of the assignment subject to the teacher's discretion. The MYP Coordinator, in consultation with the school administration, may assign additional penalties based on the severity of the offense.

RESPONSIBILITIES OF THE STUDENTS

As students, your responsibilities in respect to academic honesty include the following:

- You are responsible for ensuring that all work submitted for assessment is authentically yours.
- You are responsible for fully and correctly acknowledging the work and ideas of others.
- You are expected to review your own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship.
- Once a student has 'signed off' the Personal Project academic honesty form, indicating that the work is authentically his/hers, there is no opportunity to re-submit different work, if the first submission is deemed to be plagiarized.
- You should be aware that supervisors have the right to refuse to sign your academic honesty form for the Personal Project if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction. The school will accept the teacher's decision in this case.
- It is the student's responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own and have not been plagiarized.

BIBLIOGRAPHY:

Academic Honesty: Guidance for Schools, (2011), Published by the International Baccalaureate Organisation, Switzerland.

Academic Honesty in Diploma Programme Arts (2012), Published by the International Baccalaureate Organisation, Switzerland

Academic Honesty Policy, Hasseris Gymnasium & IB World School, 2014

Academic Honesty Policy, Ikast-Brande Gymnasium, retrieved from:

<http://www.ikast-gym.dk/uddannelser/ib/student-handbook/academic-honesty.aspx>
Sept.

Academic honesty in the IB educational context, August 2014

CENTRE FOR COUNSELLING AND LEARNING SERVICES

The Centre for Counselling and Learning Services provides the necessary services for the emotional security and stability of the students. The Centre provides:

- Psychological counselling
- Career planning
- University placement advising
- Learning support to students with learning differences
- Seminars and lectures of a psychological, academic and career planning nature for students, teachers and parents.



ACADEMIC ADVISING

Students in all grades are given academic counselling in order to help them make suitable course choices and ensure that all requirements are met. Thus, they will be well prepared for the future.

STUDENT EMAIL ACCOUNTS

All students are given an ISA email account at the start of the academic year or upon arrival at the school. Teachers may use this email for communicating deadlines for tests and assignments. As well, they may send notes, resources and worksheets to their students. Students and teachers are encouraged to use electronic means of communication in order to minimize printing and unnecessary use of paper.

TEXTBOOKS

A list of required textbooks and supplies is provided to each student at the beginning of the school year or at the time of registration for new students. Students must purchase textbooks and supplies from this list for their courses.

ACADEMIC DIARY

Students must purchase and use an Academic Diary daily. Teachers check the diaries on a regular basis. The recording of homework assignments and other deadlines will improve the student's organisational skills and ensure that he/she is not falling behind on work.

HONOUR ROLL

An honours list is published at the end of the academic year. To earn a place on the honour roll a student must excel academically and exhibit qualities reflecting the IB Learner Profile.

AWARDS/HONOURS

Students are given recognition through academic excellence awards in subject areas, athletics, competitions and other MYP components of the program (Learner Profile, Service as Action and the Personal Project).

STUDENT COUNCIL

The MYP Student Council is composed of student representatives from grades 7-10 who are elected by the students at the beginning of each academic year. In addition, one student per grade per trimester is randomly chosen and appointed as an ambassador to the Student Council. Ambassadors are also active members of the Student Council with the same duties, rights and obligations as representatives that are elected. The Student Council serves as a conduit of student opinion and is active in organizing and carrying out various student activities throughout the academic year. In order to accomplish this, regular meetings take place.

EXPECTATIONS OF THE ISA MYP STUDENT COUNCIL

Listening to students

Our student council will listen to the views, opinions and ideas of all students in the school.

Representing students' views

Our student council will represent students' views and it will be a forum for students' concerns to be addressed. It will also air students' difficulties, on behalf of individuals or groups, which might not otherwise come to light. It will bring the views and concerns of students forward to administration and teachers in a diplomatic way.

Improving school atmosphere

Our student council will create a positive school atmosphere by providing students with a sense of ownership of their school. It will make school more pleasant and fun.

A communication channel - providers of ideas/solutions

Our student council will provide administration and teachers with ideas and solutions to problems that students have, e.g. peer pressure, bullying, etc.

Peer support

Our student council will act as a peer support group. It can provide support on a confidential basis for students with problems, to be referred to the proper means of support. e.g. personal, social or teacher/student relationships.

Establishing links with the school and wider community

Our student council will collaborate with the MYP Educational team for development and implementation of the programme and establishing links with the wider community.

Raising students' awareness of 'global' issues

Our student council will raise students' awareness of global issues, such as poverty, the environment, health and peer pressure.

Suggesting improvements for the school environment

Our student council will have a role in suggesting improvements for the school environment. (For example, members can organize volunteers to keep lockers, desks and walls free of graffiti or propose and carry out creative ideas to improve the school's décor.)

An educational opportunity

Our student council will be a learning tool. Students will enhance their learner profile attributes through involvement with the student council.

Signature: _____

ATTENDANCE POLICY

Students are expected to attend school daily and to be on time for all classes.

School begins at 8:30 a.m.

If your child will be absent from school, please call the administrative office to inform the school of the absence as early as possible in the morning. After an absence, students must be excused in writing by their parents. A doctor's excuse is required after an absence of more than 3 days due to illness.

Students may not leave school during the day. Personal appointments, should be made after school hours. Unexcused lateness results in absences and is reported to the Deputy Director. During the year, parents will be informed in writing about the number of absences. Excessive absences result in repeating the year.

GUIDELINES FOR BEHAVIOUR

The students and faculty of the International School of Athens work together in a small society that can flourish only through consideration and respect for the rights and property of others. The growth of mutual trust and respect and the gradual acceptance of increasing responsibility and self-discipline are, in themselves, vital educational goals to which both students and faculty are dedicated.

The school reserves the right to dismiss at any time a student who has proven to be an unsatisfactory member of the school community. If in the school's judgment, a student's conduct on or away from campus indicates that he/she is out of sympathy with the ideas, objectives and programmes of the school, the student may be dismissed immediately even though there may have been no infraction of a specific rule. We believe that each student is responsible for his/her own behaviour. Students are expected to adhere to accepted standards of morality and good citizenship.

If a student fails to meet these essential agreements the following procedures will be applied:

First Referral - Student meets with Deputy Director; warning or other consequence commensurate with the action given at the discretion of the Deputy Director, individually. A record will be kept of all incidents.

Second Referral - Student gets lunch detention; Notification of parents.

Third Referral - Student meets with the Directors and parents at school. Consequences and behavior modification plan is discussed.

Fourth Referral - Suspension from school for one to five days, depending on the seriousness of the infraction.

Fifth Referral - Teachers' meeting called to discuss recommendation of expulsion.

A conference will be scheduled with parents.

The school does not tolerate inappropriate behavior such as: dishonesty, insubordination, foul language, theft, vandalism, bullying, smoking.

ILLEGAL SUBSTANCES POLICY

In order to promote health, a safe environment and responsible student behaviour, the school is committed to preventing the use of illegal substances and maintaining a drug free school. Therefore, the use, possession, or distribution of illegal substances is forbidden on campus, school transportation, school trips, or at any school sponsored function; this includes arrival and attendance while under the influence of substances taken elsewhere.

The school reserves the right to require a confidential medical examination (urine analysis, blood test, etc.) of any student suspected of using illegal substances. Refusal to comply with this requirement will result in immediate expulsion.

The procedure is as follows:

The Discipline Committee will meet and decide whether the incident warrants further action. The student will be interviewed, and his or her locker, bags and clothes will be searched. The parents will be called and informed about the problem and the testing. If they refuse to cooperate with the testing, the student will be expelled immediately.

If the testing is positive, the following options are possible:

- Parents may withdraw the student immediately, in which case no further action will be taken.
- If parents want the student to remain in the school, they must agree to random periodic testing.

THE DRESS CODE

The ISA uniform, worn by all students, consists of the following items and must be purchased from LB Creations to provide uniformity in style and colour.

GIRLS

The Upper School Uniform will consist of:

- Polo-type shirt (short or long-sleeved) with ISA emblem.
- Navy blue skirt or culottes of suitable length .
- Navy blue trousers.
- Navy blue ISA sweatshirt.
- ISA college-type winter jacket and zip-up vest.
- Only plain black, navy blue or tan nylons/tights may be worn.
- Girls' shoe heels must be no higher than 5 cm (2 inches).
- Girls, if they choose to wear a belt, must wear a black or brown leather dress belt inside of the belt loops. Belts are not to be worn over the sweater or cardigan.



BOYS

The Upper School Uniform will consist of:

- Navy blue trousers or navy blue Bermuda shorts.
- White Oxford shirt or polo-type shirt (short or long-sleeved) with ISA emblem.
- ISA college-type winter jacket and zip-up vest. Boys, if they choose to wear a belt, must wear a black or brown leather dress belt inside of the belt loops.

The Physical Education uniform for girls and boys is as follows:

- ISA logo T-shirt and navy blue shorts in warm weather
- White socks and athletic shoes
- Navy blue ISA tracksuit (sweatpants plus sweatshirt) in cold weather.

Students may wear the ISA T-shirt or ISA tracksuit during the school day instead of the prescribed uniform.

STUDENT ACTIVITIES

The school offers numerous opportunities for social and cultural enjoyment such as trips, films, lectures, dances, parties, and concerts. These are all part of the educational experience. Students participate in the planning of many of these events and are responsible for their success.

The IB Middle Years Programme addresses the students' intellectual, social, emotional and physical well-being. Therefore, keeping in mind the concern for the whole child, clubs are offered during one regular school day of the week and allow the students the opportunity to take part in extra-curricular activities not related to academics.

Some examples of clubs that students may choose to participate in are forensics (debate), choir, and a variety of sports activities.

Annual musical and theatrical events, such as the winter show and the school musical, offer students the opportunity to develop skills in their chosen art of singing, acting, dancing or playing an instrument. An annual Art Exhibition at a gallery is also organised, offering students the opportunity to display their artwork thus gaining from the experience of a professional exhibition.

The Athletics department invites students to take part in the Interscholastic Programme, which enhances the school spirit and keeps our student body active. Students who are members of a team are required to attend practices after school, and take part in local and international tournaments. Intramurals, beach volleyball, soccer and basketball tournaments, ski trips and the water sports weekend at Poros, are examples of sporting events that may be organised throughout the year.

FIELD TRIPS

Field trips complement and enhance the academic work done in the classroom but at the same time allow students to connect what they learn to the real world. Apart from being an enjoyable break from the school day, they allow students to improve many of their ATL skills. Field trips include visits to the planetarium, Attica zoo, art galleries, museums, companies, factories, public utilities or other suitable venues. Parental permission is required and parents are always notified by letter regarding the details of school-sponsored trips.



www.wccnet.edu

www.clipartsheep.com



NURSING & HEALTH

The school provides the services of a full time nurse on site.



The main responsibilities of the nurse include: Assessment and treatment of minor injuries and ailments, emergency first aid, administration of medications as prescribed, follow up and monitoring of students who have specific health needs, liaison with parents, maintaining accurate health records and health education and promotion.

Students who are unwell during the school day must attend the nurse's office prior to calling their parents. The nurse will assess the student and contact parents as required.

verbal
authorization.

No medications will be given to students without written or
parental/medical

In order to provide safe and accurate care, we kindly ask parents to complete and return the "**authorization form to dispense medications**", "**emergency medical authorization form**" and **the student personal health record** which is a Ministry of Health directive and must be completed by your child's physician within 10 days after the commencement of the new academic year.

We also request from parents to notify the school immediately of any changes to contact details and medical updates.

Please note that in the event of an emergency and where reasonable attempts to contact parents/guardians have been unsuccessful, the child will be transferred to any hospital reasonably accessible.

Location of nurse's office: Mezzanine level of the upper school.
Hours: 8:00 a.m. – 4:00 p.m.

GENERAL INFORMATION

ORIENTATION

An orientation day is held at the beginning of the fall term for all students. On this day, students and faculty focus upon the needs and requirements of working together as a school community. Course registration is completed, and all aspects of school life at the International School of Athens are thoroughly discussed and clarified. This a valuable introduction to the school and should not be missed.

LOCKERS

Each student is provided with a locker for storage of books and personal effects. Students must purchase their own lock for their locker. The administration reserves the right to inspect lockers at any time for cleanliness or security. The school cannot be held responsible for the loss of items from lockers. Valuables should not be brought to school.



TELEPHONES

Students are requested to turn off their mobile phones upon entering the school building. If a student is seen using a mobile phone, it will be confiscated until the end of the school day at 3:45 p.m. The school cannot be responsible for the loss of mobile phones or other property. Parents may contact their children through the school in case of an emergency.

VISITORS

Students are not allowed to bring visitors, except parents and adult relatives, into the school building without a prior request in writing from parents or guardians, and the approval of the Deputy Director. School-age visitors may be admitted only under exceptional circumstances.

SCHOOL TRANSPORTATION

The school provides bus transportation to many parts of Athens at an additional fee. Every effort is made to arrange convenient pickup and delivery points, but door-to-door service cannot be guaranteed.

LOST & FOUND

Students should check with Ms. M. Plakiotaki in the Administrative Office in case of lost or missing items. All items of clothing and other personal belongings should be clearly marked for identification. The school cannot be responsible for lost items. Students are advised to leave valuables at home!



Global education. International citizens.

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