



Parent/Student Handbook

PRIMARY SCHOOL
2024-2025



ISA MISSION

The International School of Athens is an academic community comprised of students, faculty, and parents united in a philosophy dedicated to fostering in all of its students a love of learning, self-discipline and self-knowledge. The community upholds the belief that what a school chooses to teach is reflected in its regard for its human relationships, in its appreciation of cultural diversity and the manner in which it interacts with all of its members. The community is proud of its “sense of family” and the friendships and camaraderie that it inspires.

The curriculum is broad-based and flexible. A low faculty-student ratio caters to the individual needs of the student and contributes to a learning environment, which stimulates personal, intellectual, artistic, social, and physical development. The close interaction of all members of the ISA community effectively encourages the students to achieve high personal standards of academic success, maximizes each student’s potential and contributes to his or her total educational experience.

Furthermore, ISA adheres to the I.B.O philosophy, endeavouring to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideas of international understanding and responsible citizenship, to enable ISA students to become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.

ISA CORE VALUES

We believe that:

- Education is about connectedness; academic studies, therefore, need to fit into a human & global context.
- Students need to be prepared for the moral & social challenges that await them in the reality of today’s world.
- Students must develop to be internationally minded individuals, tolerant and respectful of differences, who will recognize their common humanity and help create a better and more peaceful world.
- The school curriculum must be broad-based so as to stimulate the holistic development of the students (personal, intellectual, emotional, physical, social, academic and artistic).

- The school curriculum must aim to increase understanding of languages and cultures as well as explore globally significant ideas and issues.
- The school's aim should focus on developing the attitudes and skills students need for both academic and personal success.
- Teaching is inclusive and values diversity; it, therefore has to aim at creating learning opportunities that enable every student to develop and pursue appropriate personal goals.

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:

Dr. Spiros Molfetas	Consultant to the Director	smolfetas@isa.edu.gr
Dr. Christina Tsibiridi	Director	ctsibiridi@isa.edu.gr
Ms. Maria Protopapa	Deputy Director, Head of Centre for Counseling & Learning Services	mprotopapa@isa.edu.gr
Ms. Nancy Kaza	Primary School Principal	akaza@isa.edu.gr
Ms. Athanasia Savvas	PYP Coordinator/Language Arts Coordinator	asavvas@isa.edu.gr
Ms. Anna Angus	PYP Counseling / Psychologist /Learning Support	aangus@isa.edu.gr
Mr. Michalis Pilavios	PYP Counseling / Psychologist /Learning Support	mpilavios@isa.edu.gr
Ms. Marisa Traka	Administrative Assistant	mtraka@isa.edu.gr
Ms. Dimitra Boutserou	PYP Admissions Officer	dboutserou@isa.edu.gr
Mr. Apostolos Zakkas	Transportation Coordinator	azakkas@isa.edu.gr
Mr. Fanis Malakondas	Financial Director	fmalakondas@isa.edu.gr

IB/ISA LEARNER PROFILE

As an IB World School we believe in the IB learner profile for all our academic programmes. ISA learners strive to be: The aim of all IB Programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB Learner Profile permeates every aspect of what we do, and it defines what IB learners-both teachers, and students strive to be.

As IB learners we strive to be:

Inquirers. We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.

Knowledgeable. We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers. We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators. We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

Principled. We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

Open-minded. We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring. We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers. We approach unfamiliar situations and uncertainty with courage and fore thought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.

Balanced. We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.

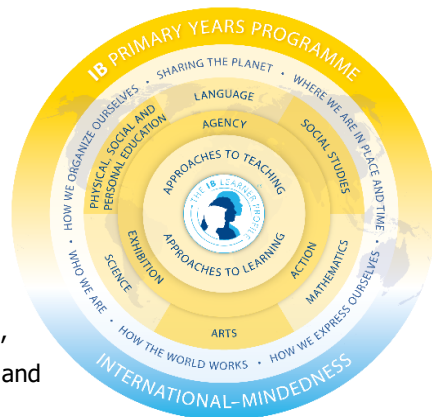
Reflective. We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

IB PRIMARY YEARS PROGRAMME (PYP)

The IB PYP programme is designed for students from the ages of 3-12. ISA offers the PYP programme for the ages of 5-12. It is a transdisciplinary, inquiry-based, and student-centered education with the action and the learner at its core. Through the PYP, students experience hands-on and engaging learning that is significant to the world around them providing them with a challenging, and relevant curriculum which spans between, across, and beyond traditional subject boundaries.

Features of the Primary Years Programme (PYP)

The features of the PYP program are based on three pillars: The Learner, Learning and Teaching, and the Learning Community. The programme is transdisciplinary since all units of inquiry transcend the boundaries of all subject areas. Grade K has 5 units of inquiry and grades 1-6 each have six units of inquiry. Within them, the subjects of Language, Mathematics, Science, Social Studies, Arts and Physical, Social and Personal Education are integrated.



Transdisciplinary Themes

There are six transdisciplinary themes of global significance that create a transdisciplinary framework that allows students to learn beyond the framework of the confined subject areas. When taken together, these themes provide students with authentic learning experiences. These themes are: **Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves and Sharing the Planet.**

PYP Specified and Additional Concepts

The PYP is a concept-driven curriculum as a means to support inquiry. There are seven specified concepts that are expressed as open-ended questions and are the underlying structure for inquiry. The exploration of concepts leads to a deeper understanding and enables students to transfer knowledge across the curriculum.

These concepts are:

Key Concepts

Form: What is it like?

Function: How does it work?

Causation: Why is it like it is?

Change: How is it changing?

Connection: How is it connected to other things?

Perspective: What are the points of view?

Responsibility: What is our responsibility?

Approaches to Teaching and Learning (ATL Skills)

Throughout Primary school, students acquire and apply a set of skills that are valuable within the classroom setting but also in the world around them. These five skills are: Thinking, Social, Communication, Self-management, and Research skills.

Agency

The PYP promotes student agency, by allowing students to take ownership and responsibility in their learning. Students have a voice, choice, and ownership as they direct what they are learning in a variety of situations. Agency builds a sense of community as students become more aware of others' beliefs, values and opinions.

Action

Action is at the core of the PYP learner as it facilitates students to choose, act, and reflect upon their learning. Action is an ongoing process that is nurtured in and out of the school and connected to the units of inquiry. Action can be short-term, long-term, revisited, or ongoing. It may be visible as a form of participation, advocacy, social justice, social entrepreneurship, or a change in life choices. In addition, action may be personal-driven or collective.



Learner Profile Attributes

The PYP aims to establish international-mindedness in the learner. The learner profile supports students to develop international-mindedness by providing ten attributes that are developed and demonstrated in their everyday interactions with the learning community and beyond. Examples of the attributes are found in the curriculum, through a variety of interactions in different learning spaces, through school events, at home, and in the wider community. These 10 attributes are: Inquirers, Open-Minded, Thinkers, Knowledgeable, Balanced, Communicators, Reflective, Caring, Principled and Risk-Takers.

The Exhibition

In the final year of the PYP programme, students in grade 6 participate in the Exhibition. The Exhibition is a culminating and collaborative experience when students can be agents of their own learning. It is an authentic, personal-driven inquiry of an issue or interest, incorporating all the elements of the PYP. Through this process, students explore, document, design, reflect, present and assess the knowledge, skills and attitudes of the programme.

A-Z FOR PARENTS

Absences: The school must be notified via email or phone about the reason for your child's absence on the first day of his/her absence. If the reason for the absence is an infectious illness or a hospital stay that does not connect to COVID-19, the child must have a note from a doctor before she/he returns to school. The school nurse will contact a parent if necessary.

Admissions: New students are assessed in English language and Math before entering the Primary school so that a thorough understanding of each student's strengths and/or difficulties can be obtained. The Admissions team also evaluates past records and recommendations of previous schools to decide upon a student's enrolment in the Primary. ISA does not accommodate students with severe diagnosed learning difficulties or students who require shadow teachers.

Academic Honesty Policy

The PYP programme at the International School of Athens focuses on an inquiry approach to teaching and learning. Throughout the program, students are given opportunities to explore various sources and information through diverse learning situations. Starting in the early years, and developing over time, we believe it is important to foster the philosophy of academic integrity and to develop an understanding of ethos.



Students should keep in mind the phrase: “We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.” (IB Learner Profile, 2013)

At each grade level, there are a set of academic integrity expectations. Some ways we ensure that academic integrity is enforced but not limited to, in the Primary School:

1. Providing detailed teacher/student-created rubrics so both parties know exactly what is expected from each project or summative assessment.
2. Using a variety of assignments and tools to ensure that no plagiarism occurs.
3. In an online setting careful monitoring assessments to ensure no academic dishonesty occurs.
4. Establishing essential agreements to ensure understanding of academic integrity.
5. The librarian reinforces the academic integrity policy by creating experiences and learning opportunities for the students to practice academic integrity.

▪ **Academic Integrity in the Use of AI**

This ISA AI policy ensures that AI is used responsibly, ethically, and in a manner that upholds the values and standards of our educational community, with a strong emphasis on promoting academic integrity.

Students are expected to:

- produce Original Work: Ensure that their assignments are original and properly cite any AI-generated content or assistance.
- critically assess AI contributions: Learn to critically assess and transparently incorporate AI contributions in their work, distinguishing their ideas from those generated by AI.
- understand guidelines: Clearly understand the guidelines and expectations for AI use in their work.

- avoid plagiarism: avoid copying or submitting AI-generated content as their own without proper citation.

- **Academic Integrity in the PYP Exhibition**

The culminating project of the IB Primary Years Programme is the PYP Exhibition. Students, teachers, mentors, and parents of Grade 6 are expected to apply academic integrity through the Approaches to Learning, specifically the Research Skills and sub-skill of Ethical Use of Media/Information. Students are expected to keep track of all sources (digital, printed, and original/primary) in their Exhibition journal. Throughout the process, students are expected to cite all sources and images using the MLA format.

- **Academic dishonesty in the PYP:**

Students are asked to choose, reflect and act in an ethical manner and to understand that there are consequences to one's actions.

In the case of academic dishonesty (cheating and/or deliberate plagiarism) the consequences are as follows:

First incident:

- The PYP Coordinator and Principal are informed
- Student is asked by his/her teacher to reflect on his/her choices.
- Student is given the opportunity to correct the error.

Second incident:

- The PYP Coordinator and Principal are informed and speak to the student involved
- Parents are informed
- Student is not given the opportunity to correct the error.

Afterschol activities:

Details of our after-school activities programme are distributed at the beginning of

the school year. Activities take place at school premises between 3:35 pm and

4:45 pm (later for Arkki or Swimming classes), are

optional and usually involve an extra fee. There is no

late bus transportation so parents must be willing to collect their children

from school if they wish to sign their children up for an after-school activity.

Registrations and fee payments are made **twice** a year (mid-September and mid-January).



Assessment Policy:

Assessments of any form are designed to be indicators of learning. They intend to support and encourage student learning by providing feedback, and they should measure achievement through the objectives for each subject. Assessments can promote positive student attitudes regarding learning while supporting subject-specific awareness. Assessments are critical tools used to develop effective teaching and should provide students, parents, teachers, and administrators with information to support student learning.

Assessment is purposely designed to improve student performance. Through the PYP, assessment has four dimensions: monitoring, documenting, measuring, and reporting on learning. Reflection is an essential and integral part of assessment. Students are expected to reflect on all aspects of the PYP programme of inquiry (assessment tasks, learner profile, units of inquiry, weekly performance, portfolios, etc.)



Assessment tools:

- **Pre-Assessment:** Students' prior knowledge and experiences are assessed before embarking on units and new learning experiences within or outside the transdisciplinary programme of inquiry. A variety of tools are used for assessment: e.g., KWL charts, Observations, Discussions, Questioning, Exploration, and Demonstration.
- **Formative Assessment:** Formative assessment is interwoven with learning, and provides information for the teachers and students to plan for the next stage of learning. It is interwoven within the daily learning experiences and gives regular and daily feedback. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other.
- **Summative Assessment:** Summative assessment is planned in advance and occurs at the end of the teaching and learning process. It is recorded on the planner and is designed so that students can show their understanding in authentic contexts, assessing the central idea and leading a student towards action. Summative assessments can assess several elements simultaneously. Summative assessments are also part of other subjects taught outside the programme of inquiry.

Assessing Early Learners

Assessing students in the early years is a task that requires teachers to reflect on how to best integrate student learning to assure future school success. Taking into account the variety of student needs, a wide range of assessment strategies informs the teaching and learning of early learners.

Some of the practices used in an early learner classroom are:

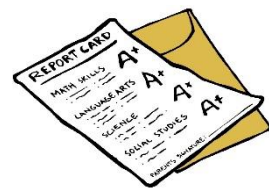
- Discussions – helping to understand student interests and prior knowledge.
- Observations – teachers document what students say and do.
- Checklists
- Brigrance inventory of basic skills – student progress is assessed so as to plan and/or modify

his/her program.

Reporting System

All teachers are responsible for writing student reports three times per year. Parents attend teacher parent conferences at the end of the 1st, 2nd and 3rd term.

The Primary School report card is designed to show evidence of the stages of growth or progression of achievement of the student. The progress of each student is identified with the following descriptors and criteria:



Grading scale for Student Achievement:

Achievement grades are assigned per learning outcome/standard with “Extended” being the highest.

- **Extended:** The student demonstrates advanced knowledge and understanding of the concept and can apply the skill taught accurately and independently in a new situation.
- **Secure:** The student demonstrates a very good understanding of the concept and can apply the skill taught accurately and independently with minimal errors.
- **Developing:** The student demonstrates some understanding of the concept. Errors and misunderstandings still occur. Reminders and support are often necessary for understanding.
- **Beginner:** The student demonstrates little understanding of the concept taught and cannot complete the task independently.
- **Area of Concern:** The student shows no progress, no understanding and cannot complete the task independently even when support is offered.
- - : Area not assessed this term.

Grading scale for Student Effort :

Effort grades are assigned per subject area with 'Exceptional' being the highest.

- **Exceptional**
- **Very good**
- **Satisfactory**
- **Needs improvement**
- **Needs significant improvement**

In addition to the criteria above, teachers report with a comment on the units of inquiry, and a general comment to describe the overall profile of the student.

Single-subject teachers have the option to include a comment on the report card if they wish.

Attendance: Please ensure that your child arrives at school on time for the first period that starts at **8:30 am**, having had sufficient time to get ready in a relaxed manner. Students who are tardy miss vital instruction and information about the school day ahead. Frequent absences may affect your child's learning and progress. Furthermore, late arrivals disrupt the lesson for the rest of the class. We ask for your cooperation in seeing that your child's attendance record is one that will give him/her the full benefit of the learning experiences we have planned. Early departure and late returns at school/term breaks are discouraged. A student who takes an extended vacation will be expected to keep up with his/her homework assignments and make up for the work missed during his/her absence.

Campus Security and Safety: Closed circuit cameras operate 24 hours a day. Students are never left unsupervised during school hours, and are accompanied to all classes by a faculty member. However, grade 6 students are allowed to transit to other classes unaccompanied. All play areas are fenced and gates remain closed throughout the school day. All visitors are expected to enter through the main entrance of the building, report to the main reception and be escorted to their appointments in the Primary School by the security guard. Please ensure that you have made an appointment through the Primary Administrative Assistant, Ms. Marisa Traka, beforehand as, for the safety of the students, visitors will not be allowed in the building after 8:30 am, when formal lessons begin at the Primary School. Gates will be locked after this time. Students coming to school after 8:30 a.m. will have to enter through the main building of the High School.

Canteen:

Parents may send a packed lunch for their child or order food from the school canteen. Canteen order forms are sent home in advance each month and orders are prepaid and delivered to the homeroom classroom. Students in grades 4—6 are allowed to visit the canteen during lunch break and purchase their own lunches. Receipts are issued for ordered lunches at the end of each month. Students eat their snacks outdoors and their lunch in their classrooms under supervision. When the weather permits it, students in grades 5 and 6 may alternate and take their lunch at the cafeteria's veranda. Chewing gum and carbonated drinks are not allowed on campus during the school day.



All inquiries about the canteen should be addressed directly to the personnel of the canteen. Parents may contact the canteen by calling the number **210-8010109**. **Please note that emergency last-minute orders will be made by directly calling the canteen personnel for students who have forgotten their lunch at home.** However, monthly orders for cooked meals need to be planned ahead. All orders are placed through the forms sent home in advance each month. It is recommended that students in all grades bring their home-cooked meals in a food thermos to keep them warm as the school does not provide heating or refrigerating services for the students.

Classes reshuffling: Classes may be reshuffled at the beginning of the year at the discretion of the administration, teachers' team, and school psychologist. This approach is designed to enhance the learning environment by addressing the academic, social, and emotional needs of students and balancing out the groups. The class lists are announced on Orientation Day in September.

Confidentiality: Confidentiality between home and school is essential for building a trusting relationship. Therefore, faculty will limit the discussion of a child to the parents of that child.

Counseling and Learning Services:

All students and parents may access the services of the ISA Centre for Counseling and Learning Services which provides a range of services to support the academic, emotional, social, psychological and personal needs of the members of our school community. Counseling is used to support students without the need for parental consent if it is on a one-time basis.



- **Primary School Child Study Team (CST).**

It offers a wide range of services to students in need. The team, comprised of the Head of the Centre for Counseling and Learning Services, the Primary School Principal, the Counseling Psychologists/ Special Educators of the Primary School, and any other professional if needed, meets regularly to discuss the needs of students, refer, and evaluate individualized education plans for students with mild, diagnosed learning differences, limited English proficiency and social, behavioral or emotional difficulties. Students receiving services may have enrolled at ISA with a recommendation for continued support from a previous school, or may have obtained services, following the referral process outlined below.

- **Referral Process for Learning Support Services.**

Students may receive learning support services, through the Learning Center, at any grade level, following the referral and assessment process as described below:

- ✓ A teacher or parent may refer a student based on observed behaviors (academic, social, or emotional) that give cause for concern. Teachers fill in a detailed referral form indicating the specific areas of concern and submit it to the Learning Center.
- ✓ An in-class observation by the school's psychologist/ learning support specialist follows.
- ✓ A meeting with the psychologist and the teacher is arranged to discuss the presenting concern, and exchange information.
- ✓ A meeting between the parents and the Child Study Team (CST) is arranged to discuss specific concerns, exchange information and plan the next steps of support.
- ✓ The Child Study Team may recommend psycho-educational testing. The battery of tests recommended by the Centre for Counselling and Learning Services may be administered on campus by qualified, registered personnel if appropriate. The testing fee is payable to the Business Office before testing begins. Alternatively, parents may choose to have a child tested privately off campus. Parents are obliged to share the offsite test reports with the learning support team so that an IEP (Individualized Education Plan) can be prepared.



- **Academic Support for students with Learning Differences:**

Based on the report and the IEP (Individualized Education Plan), a student may receive intervention and learning support. Intervention will differ for every student, according to the individual needs of the child. The child may receive a Level 1, Level 2 or Level 2+ service. The costs for learning support services vary depending on the hours of intervention and the range of support services provided by the school. Costs are listed on the ISA fee sheet and are payable to the Business Office.

The responsibility for the final decision regarding the level of intervention is made by the experienced professional members of the Child Study Team. For example, a student who needs a structured and quiet environment for individual study may receive one-to-one support in the learning support classroom. A learning support teacher may work individually with the student or in cooperation with the classroom teacher. Students with similar needs may receive support out of the classroom in a small group.

In specialized cases, the Primary School Child Study Team will ask the parents to collaborate with specialized external professionals such as a child psychiatrist, child neurologist, speech therapist, occupational therapist, play therapist, etc., and the findings need to be reported to the Child Study Team in order to work for the well-being and advancement of the child.

Differentiation: In ISA Primary, teachers differentiate instruction to meet students' individual learning needs and styles. Teachers identify strategies that help each student to develop and achieve personal goals. The planning of activities and assessments incorporate differentiation depending on each student's learning needs.



Discipline Policy/School Rules

The three explicit rules for behavior at ISA Primary School are: Be Safe, Be Responsible and Be Respectful. These rules represent the values and beliefs of our Primary School and provide a sense of security and a common identity for all members of our school community. They are implicit in all curriculum areas and reflect the attributes of the IB learner profile. All faculty are responsible at all times for ensuring that these 3 rules are followed. An Essential Agreement of expected behaviors is co-designed with student and teacher input signed and displayed in the classroom in the first week of school. A copy of this agreement is posted at the back of the student's academic diary in the second week of school.



To achieve swift and efficient communication between parents and school, regarding the students' daily behavior at school, a monthly report chart with a 4-color system is used daily by all faculty and is included in the Student's Academic diary. This chart is used as a tool for reflection and discussion between parents, students and faculty members.

The following procedure will be administered for dealing with disciplinary infractions that involve breaking the school or classroom rules:

Every morning all students have a fresh start at school by putting a check on the green color.

1. Upon the first and second infractions, the teacher will give a verbal warning and a reminder of the school rules.
2. Upon the third infraction, the student or teacher will put a check on the **orange color** and describe in writing the behavior that led to the change of color. The teacher will have a brief discussion with the student. In cases that a student gets to the orange color **three times in a week or more**, he/she will visit the Principal's office and may get class or recess detention.
3. 3. Upon the fourth infraction, the student or teacher will put a check on the **purple color** and describe in writing the behavior that led to the change of color, if it differs from the previous one. In cases that a student gets to the purple color **two times in a week or more**, he/she will visit the Principal's office, get class or recess detention, and write a reflection that will be sent home for parents to sign. If a student continues to reach purple several times in a month, a meeting with the parents will be arranged.
4. 4. Upon the fifth infraction, the student or teacher will put a check on the **red color**, the student will be sent directly to the Principal, complete a reflection form and parents will be notified by phone or email. **Any or a combination of the following consequences may be imposed: class/recess detention, in-school suspension, out-of-school suspension. Major infractions such as physical violence or bullying are not tolerated at ISA and will be dealt with immediately.** The student involved will get directly to red.
5. If a student continuously fails to meet the essential agreements and keeps breaking the school/class rules, a conference will be held between members of the Child Study Team and the parents to discuss alternative ways of action. A behavior plan may be applied.

For major offenses such as:

- **intense physical violence,**
- **acts that puts the student himself/herself or others in danger of a serious injury,**
- **vandalism,**
- **theft,**
- **severe or repetitive bullying,**
- **recording/photographing a student or faculty member without the person's permission and sharing this recording/picture with others,**

a conference with the administration and the parents will be held, and the student will receive 1-3 days of in-school suspension or out-of-school suspension. Depending on the severity or repetition of such major offenses the school reserves the right NOT to re-enroll the student in the next academic year.

Dress Code:

All ISA students are expected to wear the designated uniform every day and avoid making changes or additions. All jewelry must be removed during Physical and Health Education classes or during afterschool sports activities. **The uniform must always be worn in school and on school trips, except on Tags Days.** During Tags Days, students may come to school dressed in their casual clothes. However, leggings, bare midriffs and short, cut-off shorts are not allowed in school at all times. Make-up, fake nails and nail polish are also not allowed for Primary students. Please note that clogs, flip-flops and open sandals are not permitted for safety reasons. Closed shoes should be worn at all times.

We ask that **every item of clothing be clearly labeled with your child's name.** Found uniform items are stored for a trimester, then the ones with no labels are donated to the needy (students in need of clothing for a variety of reasons).

Students may wear an ISA T-shirt or ISA tracksuit during the school day instead of the prescribed uniform. All clothing must be neat and clean and in good repair. Only ISA jackets and sweatshirts are acceptable. All grade 6 students are required to wear their official ISA uniform in major school events such as the Exhibition and the Graduation.

The ISA uniform consists of the following items and needs to be purchased from **LB Creations** (12 Gymnasiou, Pefkasia, N. Ionia. opposite the train station, Pefkasia). Tel: 210 2717847 Fax: 210

2717383. **No money can be accepted by the school for LB Creations.** However, pre-paid uniforms can be delivered to the school.

GIRLS

- Polo-type shirt (short or long-sleeved) with ISA emblem
- Navy blue skirt or culottes of suitable length or navy blue trousers
- Navy blue ISA sweatshirt
- ISA college-type winter jacket and zip-up vest



BOYS

- Navy blue trousers or navy blue Bermuda shorts
- White Oxford shirt or Polo-type shirt (short or long sleeved) with ISA emblem
- Navy blue ISA sweatshirt
- ISA college-type winter jacket and zip-up vest



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

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

English as Additional Language (EAL): English is the language of instruction at ISA. Students whose native language is not English are tested at the beginning of the year or upon their arrival to the school and if required they attend EAL classes 3-4 times a week to develop their language proficiency. Parents may be advised to employ an English teacher for after-school hours for extra support. Students exit the EAL programme when linguistically able to cope with mainstream instruction and demonstrated progress **in all 4 skill areas-** reading, writing, speaking and listening.

Enrollments / Re-enrollments: ISA reserves the right to deny the enrollment, re-enrollment of a student or oust a student during the academic year:

- Due to disciplinary misconduct, upon the ISA Teachers' Board Steering Committee's decision
- For the violation of the school's Rules of Procedure, ascertained by an act of the Teachers' Board

Moreover, re-enrollment of a student may be denied in case:

1. The student's parents/guardians have not fully paid off their financial obligations to the school for the attendance of two (2) full academic years on the day of the enrollment/ re-enrollment.
2. Upon the Director's justified recommendation, it is deemed that the student cannot be enrolled in the next grade for reasons other than his/her academic performance.
3. During the student's attendance at ISA, there has been:
 - repeated and proven difficulty in the cooperation between the student's parents/guardians and the school,
 - lack of trust and good faith on behalf of the student's parents/guardians or,
 - incidents of improper and inappropriate behavior on behalf of the student's parents/guardians towards the school's faculty and staff.

Evacuation Procedures: Emergency evacuation procedures and routes are posted in all classrooms. Practice drills are held during the first two weeks of school and at intervals throughout the year.

Field Trips and Special Events: Field Trips and special events (theme days, lectures for parents, guest speakers, shows, concerts) are designed to complement the curriculum throughout the academic year.

At the beginning of the school year parents sign a permission slip allowing their child to participate in all school trips throughout the school year. Notification of all trips is given in advance through e-mails, and it remains a parent's responsibility to inform the teacher if a child is not to participate in any particular trip.

Home-School Communication:

We believe that an open, honest relationship between home and school is central to any child's welfare. There are a number of ways in which we communicate within our school community.



Families are asked to provide an e-mail address at the start of the academic year for communication of events, field trips and various school announcements.

Students use an academic diary to record homework assignments. Teachers use the student Academic diary to send messages to parents or communicate minor problems a student may experience. Notes on the monthly Behavior chart, which is included in the diary, communicate information regarding the student's daily behavior at school. **Parents are required to check the diary every night and sign it every Friday.**

Any communication from parents to the classroom teacher should be written in the Academic Diary which is being checked daily. The school's Academic Diary will be available for purchase at the Primary School at the start of each academic year.

Parents and teachers may also communicate with each other through email, or Microsoft Teams should they need to address an issue or concern that requires more details.

During the year, parents receive the Primary school's Newspaper The PYP Explorers containing news of school events, field trips, etc.

Parents also receive an e-mail from the homeroom teachers at the beginning of each Unit of Inquiry. This e-mail contains details of the unit's central idea, the questions that will guide the inquiry, and information on summative assessments, field trips and any home/school cooperation needed.

Private or confidential letters to the Principal should be sent to the school in sealed envelopes.

Parents who wish to speak to a teacher should make an appointment through the edu4schools platform. Faculty are not available for meetings before or during school without prior arrangement as these are

professional planning times. Dismissal is also not a proper time for parents to communicate with a teacher.

Parents should not contact faculty members at home. Faculty members are not obligated to answer parents' emails during after-school hours.

Parents can call the Primary office to arrange an appointment with the PYP Coordinator, the Principal, or the Counseling Psychologists to discuss any concerns or questions they have.



Homework:

Homework can take a variety of forms: reviewing, reading, studying, long and short-range assignments, projects, research, etc. There can be no hard and fast guidelines about time spent on homework as each student has different needs and a different learning style. The amount of assigned homework will vary from day to day depending on the subject matter, the ability and learning style of the student, and the grade level. However, if a student is experiencing undue difficulties with homework, or regularly spending more than one hour (one and a half hours for the upper grades) on homework, we recommend that a parent arrange an appointment with the homeroom teacher to discuss the matter. Details of homework assignments for all grades and subjects can be accessed on Microsoft Teams. Information on how to access the Teams platform will be provided at the start of the year.

Students are responsible for:

- Checking the homework noted on their academic diary or Microsoft Teams channel daily.
- Completing and submitting all assigned work on time.
- Making up work after every absence.
- Regularly reviewing/practicing concepts taught at school.
- Completing all assigned work themselves with consistency and care.



Tips for parents:

- Agree with your child on a regular time and place to complete homework. Establish and maintain a homework routine.
- Allow little deviation from the mutually established routine.

- Provide an appropriate physical and psychological climate. Be supportive and show interest in your child's learning.
- Designate an environment for study use and limit distractions.
- Monitor but never do your child's homework.
- Initiate communication with the school if homework is becoming an issue with your child.
- Check Microsoft TEAMS for the daily assigned homework or your child's Academic diary for important messages/reminders.

Internet Safety:

The school takes every possible measure to protect students from inappropriate social media by filtering material when in school. However, **it is the parents' responsibility to monitor their children's usage of internet at home and address any conflicts that may arise among students due to poor online conduct out of school.** It is highly recommended that Primary students do NOT have personal accounts or use social media. The school will not tolerate any acts of bullying that are a result of irresponsible use of the Microsoft Teams platform. Students are not allowed to use the Teams platform after homework completion.

iPads and responsible use of technology at school:

Students in grades 3—6 use their own iPads and a number of educational, interactive and engaging applications on specific days and teaching periods to support their learning through our Primary's Programme of Inquiry. Using various apps, students have the opportunity to develop their ATL skills, publish/present their work, as well as learn and practice concepts in an engaging way according to their individual learning needs.



Students are expected to hand in their devices to their teacher at the beginning of the school day and use them only for specific tasks and teaching periods under their teacher's permission and strict supervision. Students are not permitted to use their iPads outside the classroom or record/photograph a faculty member or a student without their permission. Also, students are not allowed to use their iPads to send or receive messages to/from other students or their parents during the school day

Any students who fail to abide by these rules will have their devices confiscated and retrieved only by their parents at the end of the school day.

Language Policy/Programme:



As English is the language of instruction at the International School of Athens, our primary goal is to provide the necessary support for every child to reach a level of English proficiency in reading, writing, listening and speaking that ensures effective participation and success in the curriculum.

Students whose native language is not English are required to attend EAL (English as an Additional Language) classes to develop their language proficiency. EAL students may also choose to attend the ISA Saturday Language Programme, details of which are available from the school office.

All Primary students attend a second foreign language (French, Spanish, German or Arabic for natives) with the exemption of EAL students in grades 1-3.

All Primary students attend Greek for Natives or Greek for Foreigners classes. The Greek for Natives class is for native Greek speakers who speak, read and write Greek at home. The Greek for Foreigners class is for students who do not use Greek as their home language.

During the application process and according to each student's individual needs, the school's administration decides on the language programme that non-English speakers will follow. Additionally, the language options for students enrolled in the Learning Support Programme will be considered in relation to the student's IEP (Individualized Education Plan.)

Library:

ISA Primary School students have access to a Library Media Centre, stocked with an extensive collection of books and reference materials. Students are required to borrow books for extended reading

at home. A maximum of 2 books may be borrowed at a time. Books

must be treated with respect. Lost or damaged books need to be replaced at the family's expense.



Reference materials may not be checked out for home use: these materials are accessed during the school day at appropriate times and used under the supervision of a faculty member and/or Librarian. Students may use the library computers to access the Internet for research assigned by faculty. Through our book fair, which takes place twice a year, families may order and purchase books for their child/ren.

Lost and Found: Lost and found clothing items are placed in the hallway of the ground floor opposite the bathrooms. Items that are not claimed within 6 months are being given to charity. Therefore, you are strongly advised to clearly label all articles of clothing with your child's name.



Nursing and Health:

The school provides the services of a full-time nurse on site **from 8:30** a.m. until dismissal. The nurse's office is located on the ground floor in the Primary School of the ISA building. 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 promoting health and safety. No medications will be given to students without written or verbal parental/medical authorization. If your child has been prescribed any kind of medication -please contact the school nurse.

Please note that we are a **NO Nut School. Due to a number of allergies, parents need to be cautious of ingredients that may contain nuts/nut extract.**

If your child is unwell or has sustained an injury, he/she will be assessed by the school nurse who will then contact you. **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.**

In order to provide safe and accurate care, we kindly ask all parents to complete and return the **Medical Information Form** which includes very important information for your child's health. In addition, parents of students enrolled in grades 1 and 4, as well as parents of new students in all grades, need to submit **the Student Personal Health Record** (Atomiko Deltio Ygeias) which is a Ministry of Health

directive, that must be completed by the child's physician within the first week of school. Both forms/records are required so that your child may participate in the school's Physical Education classes and after-school clubs such as the swimming club. **Please note that students will not be permitted to participate in these activities until the forms have been submitted and included in their files.** We also request parents notify the school immediately of any changes to contact details and medical updates.

We believe that a student who is well enough to attend school is well enough to participate fully in the daily schedule. Therefore, if your child is not well enough to participate in PE class or in outside recess playtimes due to a cold or fever, please keep your child at home for the sake of the health of other students.

Orientation Day:

At the beginning of each academic year, before classes begin, the Primary school organizes an Orientation Day to welcome parents and students and give them the



opportunity to meet with their teachers and Administration members. On that day, homeroom teachers share important information about the academic programme and everyday matters with the families attending.

Portfolios:

A portfolio of student work is compiled throughout the year and is shared twice a year with parents. Each student is encouraged to become a responsible and independent learner and is helped to self-evaluate, reflect, set goals and monitor his/her own learning. Thus, the portfolios serve as a celebration of students' progress over time. The portfolio conference is an important opportunity for students to demonstrate these skills in a supportive environment.

Phone Usage and Smartwatches: Mobile phones and smartwatches are not permitted in the Primary School. Students may use the phone in the office to contact their parents in the event of an emergency only. If a student has a special permission to bring a mobile phone or a smartwatch to school to use after school out of school premises, he/she needs to submit it to the Primary office at arrival and retrieve it at dismissal.



Physical Education/PE:



PE classes take place at school courts or most often and when possible nearby gyms. Students are transported via school buses. On PE days, students in grades 1 - 6 should wear their PE uniforms to school. Students who do not wear their PE uniform will not participate in PE

class and parents will be informed. No jewelry is to be worn during PE class, with the exception of small stud earrings.

School Day:

Primary School classes start at 8.30 am each day. For early arrivers, there is faculty supervision that starts at 8.05 a.m. If you bring your child/ren to school before this time, you need to remain with them until supervision is provided. Students arriving at school before 8:20 am proceed to the multi-purpose room where a faculty member supervises them until they are picked up by their teachers. Parents must ensure that all students who do not use school transportation arrive and leave the campus at the appropriate times.

The school day consists of 8 teaching periods of 45' each and two breaks; a snack break (20') and a lunch break (45').

Dismissal times are as follows: Grades 1-2 at 3:20 pm, Grades 3-4 at 3:30 pm and Grades 5-6 at 3:25 pm. Students are not allowed to leave the school premises during the school day without the permission of the Principal. If it is necessary for a parent to take a child from class before the end of the school day, the parent must **call the office at least 1 hour in advance. Please do not rely on last-minute e-mails that may not be seen for various reasons (internet down...etc.)**

Parents must report to the reception area and sign their child out before leaving the school with their child. If an adult other than the parent is to pick up a student, parents need to notify the school in advance giving the name and number ID of the person. Upon arrival, this person will be asked by the teacher who dismisses the class to show his/her ID. Students with siblings in ISA Middle/High school may be picked up by their siblings at dismissal. A written consent needs to be submitted to the Primary office for this reason.

No student is allowed to go home with another student without notes from both of the parents of the children involved, stating their knowledge and consent to the visit.

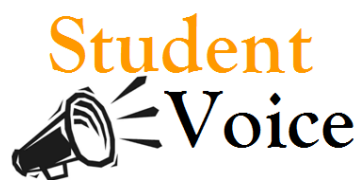
School Transportation:

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.



Student Council:

The Primary Student Council is composed of student representatives from Grades 4-6 who are elected by the students in October. 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, which include faculty advisors and the Principal, take place to assist with many activities throughout the school year, such as the Jeans for Genes Day, Carnival Week, Talent show, etc.



Supplies and Textbooks: Textbooks and supplies are purchased by parents. A book list is distributed by June for the coming academic year. For your convenience and in order to provide consistency with supplies for each class, a list of supplies has been ordered and will be available for you to purchase from our book supplier (Evrpidis bookstores).

Tags Days: During the academic year, each class organizes a fundraising day, called Tags Day. On Tags Days, students come to school wearing their casual clothes and donate 1 euro to charity. In accordance with the spirit and philosophy of IB, students act as agents of change and select an organization (e.g., Make A Wish, S.O.S Villages, To Hamogelo tou Paidiou, ELPIDA, WaterAid) to donate the money collected.



Virtual Classes:

In case classes become virtual due to health restrictions, Ministry directives, or snowy days, specific guidelines will be sent to parents and students regarding different aspects of the school's functioning. Virtual classes in the Primary are held through the Microsoft Teams platform following a shorter, modified daily schedule.

Visitors: The ISA campus is open for academic business from 8:30 a.m. to 3:30 p.m. Monday through Friday. All appointments to meet with the Principal must be made through the Primary School office. All visitors to the campus must enter through the main entrance and report to the school's Reception. Then, they will be escorted by the security guard to the Primary School office. During the school day, students are not allowed to bring visitors, except parents and adult relatives, into the school building without the prior approval of the Principal. School-age visitors may not attend classes without prior written permission.

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