



# **PARENT/ STUDENT HANDBOOK 2025-2026**

**MYP**

**Years 2-5/Grades 7-10**



## **ISA MISSION**

The International School of Athens is an academic community of students, faculty and parents united in a philosophy dedicated to fostering in all of its students a love of learning, self-discipline, self-knowledge, and true commitment to international understanding. 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, complemented by the triangular bond between parents, students and school. The community is proud of its "sense of family" and the friendships and camaraderie that it inspires.

The curriculum is broad-based and flexible. Students develop the skills and knowledge to enable them to cope with a demanding and complex world. A highly qualified and dedicated faculty caters to the individual needs of each 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, we adhere to the IBO 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 BELIEFS (Core Values)**

We believe that:

- Education is about connectedness; academic studies, therefore, need to fit into a human and global context.
- Students need to be prepared for the moral and 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 significant global 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 MYP Student/Parent 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.)

<b>ISA Senior Leadership Team (SLT)</b>		
Dr. Christina Tsiiridi	Head of School	<a href="mailto:ctsibiridi@isa.edu.gr">ctsibiridi@isa.edu.gr</a>
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Ms. Kelly Bahlitzanaki	Admissions Officer –Upper School Registrar	<a href="mailto:kbahlitzanaki@isa.edu.gr">kbahlitzanaki@isa.edu.gr</a>
Ms. Tyla Singh	Upper School Administrative Assistant	<a href="mailto:tsingh@isa.edu.gr">tsingh@isa.edu.gr</a>

## IB / ISA LEARNER PROFILE

As an IB World School we promote the IB learner profile for all our academic programmes. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. As IB / ISA learners we strive to be:

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

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

**Thinkers.** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

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

**Principled.** 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.

**Open-minded.** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

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

**Risk-takers.** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced.** We understand the importance of balancing different aspects of our lives, intellectual, physical, and emotional, to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective.** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. (*International Baccalaureate Organization, 2013*)

## 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.

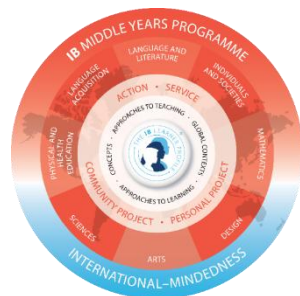
### The MYP consists of eight subject groups:

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. © International Baccalaureate Organization 2024



- **Approaches to teaching and learning (ATL)** are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.

- **Interdisciplinary teaching and learning** builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world.

- **Service as action** sets out clear learning outcomes that grow from students' participation in local, national and global communities.

- **The Personal Project**, for students in Year 5/Grade 10, is a culminating experience in which students apply their approaches to learning skills to complete an extended and self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

## ASSESSMENT POLICY

"Assessment of student learning provides data or information needed for students' learning, engages the teacher in analyzing and using the data or information to confirm and improve teaching and learning, produces evidence that students are learning the intended outcomes, guides the teacher in making educational and institutional improvements and evaluates whether changes made improve or impact student learning." It enhances the MYP framework of learning which encourages students to become creative, critical and reflective thinkers. (*NILOA - Glossary*)

Students follow courses in the following eight subject groups and are encouraged to make connections between their studies in traditional subjects and to the real world. This fosters the development of skills for communication, intercultural understanding, and global engagement.

### **Language and Literature:**

English, Modern Greek: Years 2 - 5

English, Modern Greek, Spanish, German, French and Arabic: Years 2 - 5

**Individuals and Societies:** History/Geography (integrated course): Years 2 & 3  
History: Years 4 & 5

**Sciences:** Biology/Chemistry/Physics (modular course): Years 2 & 3  
Biology, Chemistry, Physics (discreet courses): Years 4 & 5

**Art:** Visual Arts: Years 2 – 5  
Music: Years 2, 4 & 5  
Drama: Years 3, 4 & 5

**Design** Design: Years 2 & 3

**Mathematics** Mathematics: Years 2 – 5, (extended): Year 5

**Physical & Health Education** Physical and Health Education: Years 2 - 5

The MYP assessment model is criterion related. Teachers structure varied assessment tasks so that students can demonstrate achievement according to prescribed objectives defined by the IB. Tasks are assessed against established criteria and not against the work of other students.

The curriculum develops a range of student skills (Approaches to Learning). Teachers assess this acquired ATL skill set, including how to succeed in written assessments.

Typical MYP assessment tasks include open-ended and problem-solving activities, research investigations, hands-on experimentation and lab reports, organized debates, quizzes, formative tests, unit summative assessments, essays, and reflections. There can be no specific guidelines about time spent on homework as each student has diverse needs and a different learning style. The amount of assigned homework will vary daily

depending on the subject matter, the student's ability and learning style, and the grade level.

**Students are expected to have homework at least once a week depending on the subject. A student's responsibilities for homework are:**

- To complete assigned work on time and to make up work after every absence
- To do all assigned work by himself/herself
- To plan for and effectively use time for homework in order to develop independence and self-responsibility.

MYP written summatives take place at the end of every subject specific unit. Since all subjects' units vary in length, they are scheduled at various times throughout the year. Students are given a study guide and notified at least two weeks in advance.

The school assessment calendar is monitored so that students do not sit for more than two summatives per day and four summatives per week, one of which is not a unit test and has been assigned at least three weeks in advance.

Students are required to bring in a parent or doctor's note prior to completing missed summative assessments.

**If a student is reported to be repeatedly absent for summative assessments, a doctor's note is necessary.**

A doctor's note is also required if a student is absent on the day of a final exam.

Arrangements will be made for students to make up the missed exam(s) during the examination period.

Summative assessment results are shared with parents at parent/teacher conferences or in scheduled online or face-to-face meetings. The original copies remain at the school in student subject-specific hard copy or digital folders.

## **ISA MYP REPORTS**

Formal reporting on students' progress takes place at the end of each term. Parents are invited to participate in parent/teacher conferences which take place three times a year at the end of each reporting period. During the school year, parents may make appointments with teachers through Teams. For face-to-face meetings, parents may call the school and request individual appointments with teachers.

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 will appear on the first and second term reports 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. The criterion levels' total, maximum 32, is converted on a scale of 1-7, as described in table below:

<b>7</b>	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.	
<b>6</b>	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.	
<b>5</b>	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.	
<b>4</b>	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.	
<b>3</b>	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 unfamiliar classroom situations.	
<b>2</b>	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.	
<b>1</b>	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.	

Students will be promoted to the next grade/year level provided that **all** of the following requirements have been met:

In grades 7 and 8, students should achieve a total of 24 points out of 56 (7X8) points,



which is the maximum that can be achieved in the eight subject areas

In grades 9 and 10, students should achieve a total of 21 points out of 49 (7X7) points, which is the maximum that can be achieved in the seven subject areas

There is no grade "1" awarded in any subject area

There is only one subject area in which a grade "2" has been awarded

There are no more than three subject areas in which a grade "3" has been awarded.

**Should a student not meet all of the above requirements, he/she may be asked to repeat the year. Prior to a final decision by members of the Steering Committee, a meeting is held to review the student's progress throughout the year and any extenuating circumstances that may have contributed to his/her poor results. Students who have failed a course may be given the opportunity to complete missed material or work that has not achieved a passing grade in the form of criterion-related summative assessments in order to be promoted to the next Grade/Year level. As well, they may be required to re-sit end of year exams in order to be promoted to the next Year/Grade level. Both the criterion-related work and the re-sit exams must achieve a passing grade of '3'.**

Re-sit exams for subjects that students have failed take place before the beginning of the new academic year. Emails are sent to parents and students by the MYP Coordinator in order to notify whether a student needs to do coursework and/or re-sit an exam(s). Teachers are responsible for sending the study guides and/or the coursework that needs to be completed.

It is an MYP requirement for students in Years 2 – 5 / Grades 7 - 10 to take part in at least one interdisciplinary unit. Students as critical thinkers gain an understanding of how they must integrate disciplinary perspectives to understand complex issues and ideas. Their degree of understanding is demonstrated through one assigned summative assessment task which is assessed with specific IB MYP interdisciplinary criteria. Each student's level of achievement in the interdisciplinary unit is documented in the third term report. Since this is not one of the MYP subject areas, a failing mark will not determine if a student passes or fails the year but reflects their ATL skills development. However, as interdisciplinary learning is one of the Grade 10/Year 5 on-screen e-Assessment exams, it is necessary for students to understand the interdisciplinary learning process by completing the assigned work to the best of their ability.

All MYP students in Grades 7 - 9/Years 2 - 4 are required to sit for year-end school-based subject-specific exams in all subjects excluding the Arts, Design and Physical and Health Education. The purpose of final exams is for students to develop the necessary Approaches to Learning (ATL) skills required for the revision of a broader content of knowledge which will prepare them to meet the demands of Grade 10/Year 5 e-Assessment exams as well as the Diploma (DP) and College Preparatory (CP)

programmes in high school. The exams also provide teachers with valuable feedback on their Approaches to Teaching (ATT) as well as student learning. Student performance on these exams may be used as one more element of assessment, indicating the student's effort and learning, in the best fit criterion for knowledge and understanding in a subject.

The final exams for grades 7 – 9/Years 2 – 4 are assessed out of 100% which is converted on a scale of 1-7, as described in the table below. Although a grade '3' is a passing grade, it indicates the need for improvement.

Final exam grade out of 7	Exam grade out of 100 %
7	89 - 100
6	75 - 88
5	61 - 74
4	50 - 60
3	30 - 49
2	18 - 29
1	0 - 17

In Grade 10/Year 5, the IB MYP exams will take the form of on-screen assessments known as e-Assessment. The exams will be assessed externally by the IB on a 1 –7 grade scale and students sitting these exams must pass all subjects with a grade of '3' as well as complete other requirements in order to attain the IB MYP Certificate. The boundaries for the 1 – 7 grade scale vary slightly from year to year and are published by the IB at the end of each assessment period. According to the IB, "MYP grades provide important, externally verified results that serve as an alternative to state or national examinations, and support applications for Post-16 education." (*Understanding e-Assessment - International Baccalaureate®*)

**All Grade 10/Year 5 ISA students are expected to sit for the e-Assessment exams.** New students to Grade 10 will sit for external exams in English and Mathematics only and take part in internal ISA end of year exams in all other subjects. Students who have been at ISA since Grade 9/Year 4 are required to take part in all the external exams outlined below. As Greek is not an e-Assessment exam, all students will sit for the Greek internal exam during the e-Assessment exam schedule.

In preparation for these final exams, "mock exams" will take place during the second term. **Students who experience difficulties in cognitive skills as is evident in a thorough psychoeducational report may be exempt from sitting some or all of the e-Assessment exams after careful review by the MYP Educational Committee.** However, they will be required to sit for year-end school-based subject-specific exams. **Students exempt from e-Assessment exams will not be able to continue in the Diploma Programme in grades 11 and 12.**

## The IB MYP Certificate

“The IB MYP certificate and the IB MYP bilingual certificate are available to students who complete the IB’s broad and balanced course of study for middle level learners. These awards represent meaningful, IB-validated recognition of students’ achievement in the MYP and their preparation for future study. Candidates for the internationally recognized IB MYP certificate must complete eight e-Assessments.

There are on-screen examinations in:

- Language and literature (English)
- Language acquisition (English, French, Spanish, German or Arabic)
- Individuals and societies (History)
- Sciences (Integrated Biology, Physics & Chemistry exam)
- Mathematics or Mathematics extended
- Interdisciplinary learning e-Portfolios (coursework) in:
  - Arts
  - MYP personal project.

Candidates must also meet school requirements for participation in service as action. Students receive IB MYP course results for each subject completed.

### How do students achieve the MYP certificate?

The maximum total score for the IB MYP certificate is 56, with a grade from 1-7 assigned to each required e-Assessment.

Students must achieve a total of at least 28 points, with a grade of '3' or higher in each e-Assessment component, to be eligible to receive the [IB MYP certificate](#).

The grades for e-Assessment do not appear on the final ISA third term progress report.

**The IB issues results on August 1<sup>st</sup> for the May examinations.** Results will be given to the students in September. (*Grading and Awards - International Baccalaureate®*)

## The Personal Project

The Personal Project, which is externally assessed by the IB, is a mandatory culminating independent piece of research that students in Grade 10/Year 5 must submit. It is also a requirement for attaining the IB MYP Certificate. Therefore, students must attain a passing grade of '3'. This long-term project is designed as an independent learning experience which students must complete outside of the regular school day. However, students are assigned a supervisor to guide them throughout their engagement with their project.

According to the IB, "The personal project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.

The project is made up of a process, a product and a reflective report.

1. **process**—ideas, criteria, developments, challenges, plans, research, possible solutions and progress reports
2. **product or outcome**—evidence of tangible or intangible results: what the student was aiming to achieve or create
3. **report**—an account of the project and its impact, to a structure that follows the assessment criteria. The report describes both the process of creating the project and an evaluation of the impact of the process on the student or their learning."

Students are also required to take part in a Personal Project Exhibition to showcase their work.

Predicted grades for Grade 10/Year 5 Personal Project along with the subject exams and course-work are submitted to the IB. The predicted grades are given by teachers to the MYP Coordinator after the "mock exams" along with the results of the other eAssessment requirements and sent to the IB before the April deadline. Predicted grades are not disclosed to students and parents. (*Grading and Awards - International Baccalaureate®*)

## Approaches to learning (ATL)

ATL is a very important component of the program. All teachers are responsible for integrating and explicitly teaching ATL skills. The MYP report reflects the demonstration of student's progress per term in the ATL skills categories of: Communication, Social, Self-Management, Research, and Thinking skills in each subject. The levels that appear on the report describe the student's ability to demonstrate each skill as Novice, Learner, Practitioner, or Expert.

The comment section of the report reflects the student's levels of achievement and progress as an IB learner with an emphasis on each student's strengths, weaknesses and/or areas of improvement in the subject-specific criteria.

## Service as Action

Since Service as Action is another very significant component of the MYP, each report includes whether a student has participated and completed the requirements. Students in Years 2 & 3 are required to complete at least one Service as Action activity per term. Students in Years 4 & 5 must complete at least two Service as Action activities in term 1, two in term 2 and 1 in term 3. Grade 10 students who do not complete the school's Service as Action requirements **will not** be eligible for an IB MYP Certificate even if they have passed all the required e-Assessment exams, coursework and the Personal Project.

## **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 or her self-management, communication or social aptitudes need development.
- Subject teachers complete Academic Monitoring Reports online between formal reporting periods. Parents are informed electronically of their child's progress. Students who do not meet the requirements in many subjects may be asked to meet with the MYP Coordinator to further discuss their progress.
- The purpose of the school is to aid in enhancing student strengths and support them in overcoming areas of weakness in order to further develop as IB learners.
- Not all students are placed on Academic Monitoring.

## **LANGUAGE POLICY**

The International School of Athens provides a continuous effort to enrich its curricula, promote international-mindedness and equip our students with additional tools to use in their future endeavours.

Students from Grades 7 – 10/Years 2 – 5 study at least one of the following languages as a Language and Literature course: English and/or Modern Greek.

In case the mother tongue of a student is not included in the above languages, the school suggests that parents may hire a qualified mother tongue teacher provided that there is space available for instruction. The MYP Coordinator then undertakes the responsibility to communicate to the teacher the standards and practices of the Middle Years Programme (MYP). However, should a teacher not be available or willing to abide by the IB MYP language policies for instruction and assessment, the MYP Coordinator will suggest that the student follows one of the languages offered by the school.

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

and Arabic. Students must remain in the foreign language of their choice throughout all their years in the MYP.

Language Acquisition is structured in the MYP phases model to acknowledge a student's proficiency level in the language. The phases do not correspond to the learners' age groups or MYP years.

Across all Language Acquisition courses, students are grouped in the following way: E m e r g e n t ( Phases 1-2), Capable (Phases 3-4), and Proficient (Phases 5-6). Students must attain a grade of '4' in phase 2 and in phase 4 in order to be promoted to the next level.

As English is the language of instruction, students who are placed in English Language Acquisition in grades 9 and 10 must have a capable level of proficiency. Students who do not have a capable level of proficiency may be offered placement in grades 7 and 8. However, these students must follow English as an Additional Language (EAL) support course in addition to the regular English Language Acquisition course and cannot follow a foreign language in grades 7 and 8.

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

By following appropriate language levels as part of their academic program, students in Grades 7 –10/Years 2 - 5 are encouraged to sit for external and internationally recognized examinations.

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.

**The diplomas students may sit for are the following:**

- CAMBRIDGE English Language Assessment (Diploma of English as a Foreign Language) ΠΙΣΤΟΠΟΙΗΣΗ ΕΠΑΡΚΕΙΑΣ ΤΗΣ ΕΛΛΗΝΟΜΑΘΕΙΑΣ (Certificate of Attainment in the Greek Language)
- DELF Diplôme d'Etudes en Langue Française (Diploma of French as a Foreign Language)
- Diplomas de Español como lengua extranjera para escolares
- (Diploma of Spanish as a Foreign Language)
- OSD (Diploma of German as a Foreign Language) Arabic Language Exam (Certificate for Non-Native Speakers).



## ACADEMIC HONESTY POLICY

Academic honesty or integrity 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, etc.).

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. The IB Academic Honesty Policy states that, "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 IB, "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, "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."

*(Diploma Programme Academic Honesty, 2009, updated 2011)*

### Other 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 idea(s).
- 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.

## **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. Depending on the seriousness of the infraction, beyond giving a warning, the teacher may require the student to make up an assignment or any other consequence that seems fit and inform the MYP coordinator.

2. If academic malpractice happens again, then each step of the 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. If the student cheats during a summative assessment, he/she will automatically receive a zero and will not be permitted to rewrite.

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/integrity 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.

Grade 10/Year 5 students who complete the Personal Project must follow the following strict academic honesty requirements:

- Once you and your supervisor have 'signed off' on the Personal Project academic honesty/integrity form, indicating that the work is authentically yours, you may not 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/integrity form for the Personal Project if they do not believe that 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 your responsibility, if academic dishonesty is suspected, to prove that all pieces of work are yours and have not been plagiarized.

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## **CENTRE FOR COUNSELING AND LEARNING SERVICES**

The Centre for Counseling and Learning Services of ISA operates with the assistance of highly qualified personnel. It has been designed to meet the needs of all ISA students and parents to have, as quickly and effectively as possible, solid and complete psychological counseling, learning support and academic planning.

The Centre provides the necessary services for the emotional security and stability of the students and is effective for their present and future psychological well-being, academic development and future professional advancement.

The Centre provides:

- Psychological Counseling, through private sessions with students, their parents, and teachers, in order to assist them on psychological, academic, and career planning matters. Confidentiality is always assured.
  - Career Planning, whereby ISA students can discover, explore, and develop their personal, academic, and professional interests, skills, inclinations, and talents, and match them with specific academic studies and professional careers. This is done through the introduction of a new, highly credible, career guidance assessment tool in collaboration with "ORIENTUM – Career Guidance Counselors", comprised of two separate tests; the PROFILER test of personality traits and the HORIZON Career Interests test.
  - University placement advising, for placement of ISA students at the best British, American, and International universities.
  - Learning Support for ISA students, which offers special services for students with learning differences and other special needs, including assessment of students' learning differences, standardized testing, provision of accommodations, individualized help and tutoring according to each student's needs.
- Seminars, lectures, and other counseling programmes of psychological, academic and career planning nature for students, teachers and parents.

## **ACADEMIC ADVISING**

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

## **ACADEMIC DIARY**

Students are encouraged to make use of an Academic Diary either hard copy or digital to record all formative and summative assessments. In Grades 7 and 8/Years 2 and 3, it is strongly suggested that students keep a hard copy as their documentation of tasks can be monitored by their subject teachers. Teachers are required to post all formative and summative assessments on their Teams homework site and check that students are informed of all their subject-specific academic obligations.

## **AWARDS/HONOURS**

Students are given recognition through awards in academic excellence in subject area courses and athletics at the end of the school year. Also, special awards are given for Approaches to Learning (ATL), Learner Profile and Service as Action.

In order to receive one of these awards, the following must apply:

A student is eligible for the academic excellence award if he/she has achieved a final grade of 7 in a course.

A student is eligible for the ATL award if he/she has consistently demonstrated all five ATL skills at the Practitioner/Using level or above in the majority of his/her subjects.

A student is eligible for the Learner Profile award if he/she demonstrates at least 8 out of the 10 attributes by the end of the academic year. Students with the most teacher votes will receive an award.

A student is eligible for a Service as Action award if he/she has exceeded the required Service as Action requirements for his/her Grade/Year level or has met the requirements and has demonstrated initiative by choosing activities that go beyond the school's given opportunities involving local, national or global communities.

## **STUDENT COUNCIL**

The MYP Student Council is composed of student representatives from Grades 7 - 10/Years 2 - 5, elected by the students at the beginning of each academic year. 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 are held which include the MYP Student Council Advisors. The MYP Student Council and their Advisors are in constant contact with the Head of Pastoral Care for planning and consultation purposes.

## **EXPECTATIONS OF THE 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 the administration and teachers in a diplomatic way.

### **Improving school atmosphere**

Our student council will have a role in promoting a climate that fosters international-mindedness and celebrates cultural diversity. It will assist in creating a positive school atmosphere by providing students with a sense of ownership of their school. It will make school more pleasant and fun.

### **Communicating ideas and solutions**

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

### **Supporting Peers**

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 their Advisors and the MYP Educational Committee for the development and implementation of the Middle Years Programme and for 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, peer pressure, etc.

### **Suggesting improvements to the school environment**

Our student council will have an active role in suggesting improvements to the school's physical environment e.g., lockers, benches or seating areas for break-times, the school's décor, etc.

**Learning tool and educational opportunity**

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



## GUIDELINES FOR BEHAVIOUR

The students and faculty of the International School of Athens work together in a small community to 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. The guidelines below are a list of basic expectations that apply to students while school is in session and while students are under the jurisdiction of the school.

### **The school does not tolerate the following:**

- Insubordination
- Bad language (profanity, swearing, cursing)
- Dishonesty, Theft, Vandalism
- Possession or use of alcohol
- Possession or use of illegal substances (see relevant policy)
- Smoking or vaping on campus or within a two-block area
- Reckless behaviour (endangering people and property)
- Use of mobile phones or other unauthorized electronic devices in the school premises
- Any other inappropriate behaviour as defined by the school administration

**If a student does not follow the rules stated in the "Parent/Student Handbook", the teacher will refer the student to the Upper School Principal and/or the Head of Pastoral Care and the following actions will be taken:**

**First Referral** - Student meets with Head of Pastoral Care; warning is given, individually. A record will be kept of all incidents.

**Second Referral** - Student gets a consequence commensurate to the misbehavior and to the extent of its repetition . Notification of parents.

**Third Referral** - Student meets with the Head of Upper School Principal , the Head of Pastoral Care and parents at school. Consequences and behavior modification plan are 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.

## **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 and the MYP Coordinator will use this account to communicate with students. **Students are required to check their emails every day.** Students and teachers are encouraged to use electronic means of communication in order to minimize printing and unnecessary use of paper.

All students are advised to use a **proper** current profile picture that portrays their face.

Students are not allowed to send mass emails (e.g to the whole grade or to other grades) without first obtaining permission from a teacher.

## **ATTENDANCE POLICY**

Students are expected to attend school daily and to be on time. **School begins at 8:30 a.m. and ends at 3:30 p.m.**

If a student is to be absent from school, parents must call the administrative office to inform the school of the absence, in the morning as early as possible.

After an absence, students must be excused in writing by their parents. **If a student is absent on the day of a scheduled test**, however, a parental excuse is not sufficient and a note from a doctor is required in order for a make-up test to be arranged.

A doctor's excuse is also required after absence of more than 3 days due to illness. If a student returns without an excuse, this will be considered skipping school, and consequences such as receiving a mark of zero on missed work, examinations, quizzes, homework or projects will be incurred

**Students may not leave school during the day.**

**During the year, parents will be informed in writing about absences. Excessive absences result in repeating the year.**

**The TOTAL number of absences a student is allowed to have during the academic year is 164.**

**Cases of students with serious medical conditions will be considered individually by the ISA Steering Committee.**

**Personal appointments, e.g with a doctor, should be made after school hours.**

Students must be at school and in classes on time. Unexcused lateness to class also results in absences, which are added to the total number of absences the student has. Every time a student is late for class amounts to half an absence. If repeated, it is reported to the Upper School Principal, who may decide if additional consequences are necessary.

In instances where students are anticipated to be absent for an extended duration, such as before or after holidays or for family reasons, and not due to illness, they are required to submit a form. This form, which can be obtained from the administrative assistant, must be signed by all their teachers. The signatures will indicate that the teachers acknowledge the student's ability to miss school for the specified period and affirm that any assigned homework will need to be completed.

## **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 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. If they refuse to cooperate, 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 urine tests and searches, as well as counselling. If a second urine or blood test is positive, the student will be expelled immediately.

If the parents and student do not co-operate with the testing, the student will be expelled immediately.

Any student who supplies others with illegal substances will be expelled immediately.

The Discipline Committee will investigate any serious suspicion of possession, use and distribution outside of school. The results of the investigation will be presented to the Head of School and the Senior Leadership Team, which will decide on what action to take.

## USE OF MOBILE PHONES AND OTHER ELECTRONIC DEVICES

**Mobile phones are strictly forbidden inside the school building (including the canteen, playground and during school trips) and throughout the school day, including during breaks, lunch, and between classes. Students are expected to turn off their mobile phones before entering the school premises every morning and keep them turned off for the entire school day.**



If a student is seen with a mobile phone, it will be confiscated and **will only be returned to the student's parents. Consequences will follow according to the new mobile phone policy** (found on the school's website). Parents may contact their children through the school in case of an emergency.

All electronic devices should be turned off and stored in the students' bag unless the teacher leading the class specifically permits the use of devices for academic purposes related to the class.

All students are expected to follow the school's **new mobile phone and electronic devices** policy (found on the school's website) for use of personal or school electronic devices and may be liable for additional disciplinary sanctions under this policy.

The school cannot be held responsible for the loss of mobile phones or any other electronic devices.

## THE DRESS CODE

All ISA students are expected to wear the designated uniform every day and avoid making any changes or additions (e.g., ostentatious jewelry, hairstyles, and fashion accessories). Body piercing is strongly discouraged, and all body jewelry must be removed, especially during participation in required Physical and Health Education classes or during after-school sports and other activities.

The ISA uniform consists of the following items and needs to be purchased from LB Creations to provide uniformity in style and color.

### 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 or 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.

## OUTERWEAR

-A plain jacket, raincoat or plain coat, may be worn outside or in the entrance hall. Brightly colored coats, ski jackets, denim jackets and jackets with slogans are not allowed.

-Hooded sweatshirts and fleeces are not acceptable as outdoor coats.

-Outerwear is not to be worn anywhere in the school building. Students are reminded that if they are cold in the classroom, they should consider wearing the ISA college jacket.

-Hats and sunglasses may not be worn anywhere in school.

## JEWELRY

Ostentatious jewelry and fashion accessories are not permitted. Face-piercing jewelry, including tongue piercing, is not permitted. Body piercing is strongly discouraged, and all large body jewelry must be removed (especially during participation in required P.E. classes or during after-school sports/activities). **Only discrete, non-dangling earrings are permitted.**

## HAIR

Ostentatious hairstyles and hair colours (i.e. outside of the 'natural' colour range) are not permitted.

## MONITORING OF UNIFORM/ DRESS CODE

Students, parents, faculty and administration share the responsibility for the maintenance of the standards stated above.

Teachers will check dress daily and violations will be reported to the Head of Upper School or the Head of Pastoral Care.

**The uniform must always be worn, in school or on school trips, except on Tags days, when students are still expected to dress in accordance with the school philosophy.**

All clothing must be neat and clean, **of the appropriate size and length** and in good repair. Only ISA jackets and sweatshirts are acceptable.

**Students in violation of the spirit and letter of the uniform code may be asked to change immediately otherwise they will be sent home, after their parents are notified.**

An accumulation of two uniform violations will result in the student reporting to the the Upper School Principal or the Head of Pastoral Care, at 8.35 a.m. for inspection for a period of two weeks. Further disciplinary consequences will result, if violations continue.

### **The aims of the uniform are:**

To produce an atmosphere conducive to work rather than leisure during the academic day.

To engender a sense of unity and school pride.

To discourage students from excessively focusing on the latest fashion fads.

All articles of the uniform can be purchased from LB Creations, 12 Gymnasiou, Pefkakia-Nea Ionia (opposite the train station "Pefkakia") Tel: 210 271-7847, Fax: 210 2717-383. **Each student should have two complete sets of uniforms to allow for Laundering.**

## **STUDENT ACTIVITIES**

The school offers numerous opportunities for social and cultural enjoyment such as trips, films, lectures, dances, parties, concerts, etc. 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 in a double period during one regular school day of the week and allow the students the opportunity to take part in extra-curricular activities which are not necessarily related to academics. Some examples of clubs that students may choose to participate in are the following: Debate, Forensics, Movie, Math, Choir, Robotics (STEM), and a variety of sports activities.

Annual musical and theatrical events offer students the opportunity to develop skills in their chosen art of singing, acting, dancing, or playing an instrument. An annual whole school Art Exhibition is also organised by the Arts Department. This offers students the opportunity to display their artwork and gain 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. Intramural sport events take place during lunches. Examples of sporting events that may be offered and in which students can take part include beach volleyball, volleyball, soccer, basketball, tennis tournaments, and cross-country running.

## 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 further improve many of their ATL skills. Field trips include visits to the Planetarium, Attica Zoo, art galleries, museums, companies, factories, public utilities and other suitable venues related to the MYP subjects. Parental permission is required, and parents are always notified by letter regarding the details of school-sponsored trips.



## 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 present themselves at the nurse's office prior to calling their parents. The nurse will assess the student and contact parents as required.

No medications will be given to students without written or verbal parental and/or medical authorization.

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.

Parents are requested 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: Primary School—Ground floor. Hours: 8:00 a.m. – 3 :30 p.m.

## **GENERAL INFORMATION**

### **ENROLLMENT**

ISA reserves the right to deny the enrollment or reenrollment of a student or oust a student during the academic year:

- a. due to disciplinary misconduct, upon the ISA Teachers' Board decision**
- b. for the violation of the school's Rules of Procedure, ascertained by an act of the Teachers' Board.**

### **Moreover, reenrollment 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/reenrollment*
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 of ISA, there has been:*
  - i. *repeated and proven difficulty in the cooperation between the student's parents/guardians and the school,*
  - ii. *lack of trust and good faith on behalf of the student's parents/guardians or,*
  - iii. *incidents of improper and inappropriate behavior on behalf of the student's parents/guardians towards the school's faculty and staff.*

## **SCHOOL POLICIES:**

The following school policies are available for reference on the ISA Portal:

- Continuum Access & Inclusion Policy
- Continuum Assessment Policy
- Continuum Language Policy
- Continuum Admissions Policy
- ISA Handling Complaints and Grievances Policy
- ISA Safeguarding Policy
- ISA Health, Safety & Emergency Policy

All parents and students are encouraged to review these documents to better understand the school's guiding principles and procedures

## **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. As well, course registration is completed and all aspects of school life at the International School of Athens are thoroughly discussed and clarified. This is a very valuable introduction to the school and all students should attend.

## **LOCKERS**

Each student is provided with a locker for the 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.

## **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.

All visitors must sign in at the reception upon arrival and obtain a visitor badge, which must be worn at all times while on school premises. Before leaving the building, visitors are required to sign out at reception and return their badge.

## **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. D. Adamopoulou 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!

## **VIRTUAL CLASSES**

In case classes become virtual due to health restrictions and Ministry directives, specific guidelines will be sent to parents and students regarding different aspects of the school's functioning.

**HAVE A GREAT  
SCHOOL YEAR!**







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