



Student/Parent MYP Handbook

Years 2-5/Grades 7-10
2020-2021



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 & 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: (Please use the extensions in the table below.)

Dr. Spiros Molfetas	Director	116
Ms. Maria Protopapa	Deputy Director. Counselling Psychologist Head of the Centre for Counselling & Learning Services	212
Ms. Lea Pateras	IBDP Coordinator	205
Ms. Constantina Venieris	IBMYP Coordinator	206
Ms. Anna Bitouni	Dean of Students	225
Ms. Kathy Petris	University Placement Coordinator	130
Ms. Despoina Adamopoulou	Administrative Assistant/Registrar	213
Mr. Fanis Malakondas	Financial Director	123
Ms. Kelly Bahlitzanaki	Admissions Officer Marketing & PR Manager	111

IB WORLD SCHOOL

As an IB (International Baccalaureate) World School we believe in the IB learner profile.

IB learners strive to be:

www.em-is.org



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

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

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

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

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

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

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

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

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

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

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IB Middle Years Programme (MYP)

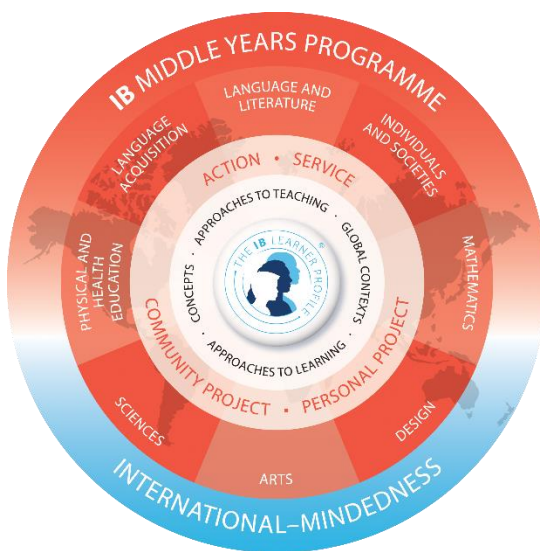
The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning, which encourages students to become creative, critical and reflective thinkers. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

The MYP consists of eight subject groups:

Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, Arts, Physical and Health Education, and Design.

Distinctive features of the MYP include:

- **Key and related concepts** are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
- **Global contexts** provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.
- **Approaches to teaching and learning** are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
- **Service as action** sets out clear learning outcomes that grow from students' participation in local and global communities.
- **The Personal Project**, for students in Year 5, 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 this 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.

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
Language Acquisition	English, Modern Greek, Spanish, German, French, & Arabic: Years 2-5
Individuals and Societies	History/Geography (integrated course): Years 2&3 History/Geography/Economics (integrated course): Years 4&5
Sciences	Biology/Chemistry/Physics (modular course): Years 2&3 Biology, Chemistry, Physics (discreet courses): Years 4&5
Arts	Visual Art: Years 2-5 Music: Years 2, 4&5 Drama: Years 3, 4&5
Design	Design: Years 2&3
Mathematics	Mathematics: Years 2-5 Mathematics 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 IBO. 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 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, tests and unit summative assessments as well as essay writing and reflection. Students are required to bring in a parent or doctor's note prior to completing missed summative assessments.

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 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 for each subject's criteria 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, for the Interdisciplinary Unit and for the Personal Project in Year 5. The criterion levels' total, maximum 32, is converted on a scale of 1-7, as described in table below:

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

2 Boundary guidelines: 6—9
Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills

1 Boundary guidelines: 1—5
Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

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 are no more than two subject areas in which a grade "2" has been awarded

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

Should a student not meet **all** of the above requirements, the student may be asked to repeat the year. A meeting will be held to review the student's progress throughout the year and any extenuating circumstances that may have contributed to his/her poor results. Students may be asked to complete any missed material or resit end-of-year school-based subject-specific exams in order to be promoted to the next grade/year.

Approaches to learning (ATL)

ATL is a very important component of the program and 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. The levels that appear on the report describe the student's ability to demonstrate each skill as Novice, Learner, Practitioner, or Expert. This is a holistic approach to understanding each student's overall capabilities and areas of development in each skill. The comment section of the report reflects the student's progress as an IB learner with an emphasis on each student's strengths and weaknesses and areas of improvement in the subject-specific criteria. It is important to note that input from all subject area teachers is shared at end-of-term standardization meetings in order to evaluate each student's demonstration of ATL skills development. Since, Service as Action is another important component of the MYP, each report includes student progress during the year.

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 Progress Reports online in between formal reporting periods. A student placed on Academic Monitoring may be asked to meet with the MYP Coordinator to further discuss his or her progress. Parents are informed electronically of their child's progress.
- The purpose of the school is to aid in enhancing student strengths and supporting them in overcoming areas of weakness and develop as IB learners.

LANGUAGE POLICY

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

Students from 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 hire a qualified mother tongue teacher. A list of tutors is provided, and the MYP Coordinator undertakes the responsibility to communicate to tutors the standards and practices of the Middle Years Programme (MYP).

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

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

The groups are formed according to language skills, year levels and student numbers. 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 Years 2-5 are encouraged to sit for external and internationally recognized examinations. All students receive exam skill instructions, as this is beneficial for their language development regardless of participation in the exam.

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

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)

DELE Diploma de Español como Lengua Extranjera (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 means that one's own work is authentic and not a reproduction of other people's work or ideas.

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

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

PLAGIARISM & MALPRACTICE

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

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

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

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

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

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

CONSEQUENCES OF MALPRACTICE

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

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

The MYP Coordinator, in consultation with the school administration, may assign additional penalties based on the severity of the offense.

RESPONSIBILITIES OF THE STUDENTS

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

- You are responsible for ensuring that all work submitted for assessment is authentically yours.
- You are responsible for fully and correctly acknowledging the work and ideas of others.
- You are expected to review your own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship.

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 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 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.

BIBLIOGRAPHY:

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

Academic Honesty in Diploma Programme (2011), Published by the International Baccalaureate Organisation, Switzerland

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

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

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

<http://www.ikast-gym.dk/uddannelser/ib/student-handbook/academic-honesty.aspx>, Sept. 2014

CENTRE FOR COUNSELING AND LEARNING SERVICES

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

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

ACADEMIC ADVISING

Students in all grades are given academic 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 must make use of an Academic Diary to record all homework assignments. Teachers are required to check the diaries on a regular basis.

HONOUR ROLL

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

AWARDS/HONOURS

Students are given recognition through awards in academic excellence in subject area courses and athletics. As well, special awards are given for Learner Profile, Service as Action and the Personal Project.

STUDENT COUNCIL

The MYP Student Council is composed of student representatives from Years 2-5/Grades 7-10, who are elected by the students at the beginning of each academic year. In addition, one student per grade per term is randomly chosen and appointed as an ambassador to the student council. Ambassadors are also active members of the student council with the same duties, rights and obligations as representatives that are elected. The Student Council serves as a conduit of student opinion and is active in organizing and carrying out various student activities throughout the academic year. In order to accomplish this, regular meetings which include the MYP Student Council Advisor take place.



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 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.

A communication channel - providers of ideas/solutions

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

Peer support

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

Establishing links with the school and wider community

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

Raising students' awareness of 'global' issues

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

Suggesting improvements of the school environment

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

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

The school reserves the right to dismiss at any time a student who has proven to be an unsatisfactory member of the school community.

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

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

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

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

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

Third Referral - Student meets with the Dean of Students, Deputy Director 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.

ATTENDANCE POLICY

School begins at 8:30 a.m. Students are expected to attend school daily and to be on time for all classes. They may not leave school during the day. Personal appointments should be made after school hours.

Unexcused lateness results in absences and is reported to the Dean of Students.

If your child will be absent from school, please 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. **A doctor's excuse is required after an absence of more than 3 days due to illness.**

During the course of the year, parents will be informed in writing about absences.

Excessive absences result in repeating the year.

The TOTAL amount 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.

ILLEGAL SUBSTANCES POLICY

In order to promote health, a safe environment and responsible student behavior, 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 else- where.

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

The procedure is as follows:

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

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

USE OF MOBILE PHONES AND OTHER ELECTRONIC DEVICES

Mobile phones are strictly forbidden inside the school building (including the canteen).

If a student is seen using a mobile phone, it will be confiscated and will only be returned to the student's parents.

Parents may contact their children through the school in case of an emergency.

All electronic devices should be turned off and stored in the student's 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 policy 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 avoiding to make any changes or additions (i.e. hats or jewellery). Students in violation of the spirit and letter of the uniform code will be sent home, after their parents are notified. 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.

Students may wear the ISA T-shirt or ISA tracksuit during the school day instead of the prescribed uniform. The uniform must always be worn, in school or on school trips, except on Tags days.

STUDENT ACTIVITIES

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

The IB Middle Years Programme addresses the students' intellectual, social, emotional and physical well-being. Therefore, keeping in mind the concern for the whole child, clubs are offered 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, 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 at a gallery is also organised yearly. 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 students can take part in include beach volleyball, volleyball, soccer, basketball and tennis tournaments.

FIELD TRIPS

Field trips complement and enhance the academic work done in the classroom but at the same time allow students to connect what they learn to the real world. Apart from being an enjoyable break from the school day, they allow students to improve many of their ATL skills. Field trips include visits to the Planetarium, Attica Zoo, art galleries, museums, companies, factories, public utilities 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.



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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.

Due to Covid-19, and following the Ministry's guidelines, the school takes all the necessary precautions in order to protect the health of students, faculty and staff.

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 in case:

1. The student's parents/guardians have not fully paid off their financial obligations to the school on the day of the enrollment/reenrollment
2. Upon the ISA Teachers' Assembly decision and after 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:
 - 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.

ORIENTATION

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

LOCKERS

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

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!





Global education. **International citizens.**

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