

INTERNATIONAL SCHOOL OF ZANZIBAR
FAMILY HANDBOOK
2020/21



NURTURE. EMPOWER. LEAD

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WELCOME FROM THE HEAD OF SCHOOL

Dear Parents,

I wish to extend a warm welcome to the 2020/21 school year. The launch of a new school year is always an exciting time for faculty, staff, students, and parents - now more so than ever! After the school closure in March of 2020 due to the global corona pandemic, we are all eager to physically return to school and fill blank pages with the evidence of learning and accomplishments. Even with current limitations in place, August and September feel full of possibility, with the promise of a truly exceptional school year. This promise seems even greater than usual thanks to the hard times of social isolation that lie behind us. Life may not back to how we used to know it, and it may never feel quite the same, however, the spirit of community is alive and well at ISZ, and together we will shape a new future.

The Governing Board has set specific targets for ISZ in our Strategic Plan. These targets plot the course for our future developments, and while some of our targets like a new school building have been postponed, we remain on track to meet our diverse goals. I am excited to take on the various challenges laid out in the Strategic Plan to ensure that ISZ students receive the best possible education in Zanzibar.

We have several new teachers in the elementary and secondary buildings this year, and together with the returning teachers we have an excellent staff to serve the myriad needs of our children. We will continue to provide many different after school activities and sports in which students engage and excel.

At ISZ, we are committed to giving our children an outstanding international education. Our approach to teaching and learning ensures that we put the needs of children at the heart of our efforts to create a warm and welcoming community where each student thrives. We use a personalized approach to learning that inspires ambition and produces exceptional achievement in every subject across the curriculum. Our tailored approach, combined with personalized attention and small class sizes, creates a nurturing environment in which children excel academically, socially and personally.

Wishing everyone a successful and healthy 2020/21, I remain,

Yours Faithfully,

Dr. James W. Pilton

MISSION, CORE BELIEFS & VALUES

At ISZ, a community of learners strives to offer the best possible educational services to our children. We serve the needs of the expatriate and local communities of Zanzibar. We recognize that our families have diverse backgrounds, and we are committed to providing an international education that empowers our students to continue their studies throughout the world. To best serve the needs of our community, we ask guiding questions about the world our students will live in, what skills they will need to be successful, and how best to communicate those skills in and out of the classroom.

Our Mission Statement

To provide a balanced and innovative international education that enables students to achieve their individual potential, while preparing them to be successful citizens who make positive contributions to society and the world.

We aim to ensure that all families and staff understand our school mission and our educational philosophy.

ISZ Child Protection Policy

The safety and security of students is our top priority. ISZ endorses the UN Convention on the Rights of the Child (UNCRC) 1989 and that, "It is the fundamental right of all children and young people to learn and develop in a secure and effective environment." As educators, we are in a unique position to observe and identify when a child may require help and protection. As such, our educators have a professional and ethical duty to take steps to ensure that the student and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect. ISZ is wholly committed to ensuring that all necessary steps are taken to protect our children and young persons from harm.

ISZ School Wide Expectations

We Expect Our Board of Trustees To:

- to uphold the well being of all students, faculty, and staff as its top priority;
- to set policy that has at its center student learning;
- to initiate and approve school wide plans and initiatives that ensure that ISZ remains at the forefront of learning;
- foster a climate of global citizenship and local responsibility at the school;

We Expect Our Administrators to:

- place the security of students and faculty above all else;
- place a major focus on the teaching-learning processes;
- be flexible, helpful, and supportive;
- be willing and able to meet with students, teachers, and parents about any

- school-related issue, problem, or concern;
- develop activities and functions that meet student needs and interests;
- provide helpful feedback in the classrooms as needed;
- model ISZ values.

We Expect Our Teachers To:

- be dedicated and caring professionals who are well planned and prepared to teach;
- address a variety of learning styles in their teaching;
- be flexible, responsible, cooperative, and supportive while working towards a common goal;
- take on responsibilities beyond the classroom in support of extra-curricular and school-wide initiatives, considering them as integral to the success of the school;
- respect colleagues and everyone within the ISZ community;
- follow proper channels when communicating;
- model ISZ values.

We Expect Our Students To:

- be respectful of teachers, all school staff, and each other;
- have a positive attitude towards learning;
- be inquisitive and ask questions;
- be cooperative and supportive with others;
- be responsible for their own behavior;
- give their attention to the required task;
- adhere to the values and codes of conduct of ISZ.

We Expect Our Parents To:

- be responsible, cooperative, and supportive of the school's mission;
- be respectful of all members of the greater school community;
- follow proper channels of communication;
- help their child(ren) with the daily routines of the school;
- follow the school's procedures as outlined in the Parent Handbook.

Core Beliefs & Values

At ISZ we believe that the learning experience is most effective when students:

- Find the work challenging and enjoyable;
- Are internationally minded;
- Take responsibility for their own learning;
- Display respect for each other;
- Can connect learning from one lesson to the next;
- Are aware of learning outcomes;
- Experience a variety of learning approaches;
- Are given time to think creatively and critically;

- Are encouraged to become independent learners;
- Are given the opportunity to work collaboratively;
- Know what is required for success;
- Know how well they are progressing;
- Receive regular and frequent feedback with clear strategies for improvement;
- Are encouraged to reflect on what they have learned;
- Have their achievements celebrated.

PERSONAL LEARNING GOALS, LIFE-LONG LEARNING & GLOBAL CITIZENS

Our Personal Goals form the basis of ISZ educational mission and vision. They are the framework of what we expect our children to know, to be able to do, and who they will develop into as a person. We believe that children should be taught in such a way that they develop the personal qualities of:

- Enquiry
- Adaptability
- Resilience
- Morality
- Communication
- Thoughtfulness
- Cooperation
- Respect

Efforts towards achieving these goals are reflected in the whole curriculum and in all other aspects of school life. By their nature, our Personal Goals are not age specific. They apply to children – and adults – of all ages.

ISZ GRADUATE PROFILE

At ISZ we believe in educating the “whole child” which means that in addition to core competencies, academic skills and knowledge, our educational model incorporates teaching social competencies which are universal to many cultures across the world.

When we develop the ISZ educational model, we start with what we expect an ISZ graduate to be like as a person and what competencies this person needs to have in order to be successful in 21st century society.

Social Competencies:

- Respect
- Thoughtfulness
- Resilience
- Morality
- Cooperation
- Communication

- Empathy
- Enquiry

Academic & Personal Competencies:

- Communications Skills - Verbal & Written
- Numeracy & Mathematical Skills
- Thinking & Problem solving Skills
- Artistic Skills
- Health Skills - Mental & Physical
- Decisions Making & Judgement Skills
- Commercial Skills

These competencies rest on a foundation of skills and knowledge that form the basis of our school curriculum. Students receive instruction in the following subject areas: English/Literature, Mathematics, Humanities, Science, Creative & Applied Arts, Languages other than English, Personal & Social Health, and Business.

We Believe Effective Life-Long Learners Are:

- Inquirers who direct their own learning with focus and curiosity;
- Communicators who use a range of languages and media;
- Explorers who learn and grow through experiences and relationships;
- Collaborators who work with others for a common purpose;
- Innovators who use creativity and imagination to address big questions;
- Scholars who pursue individual interests with enthusiasm and determination;
- Risk-takers who navigate challenges with confidence and courage;
- Healthy individuals who address personal physical, emotional and social well-being.

We Believe An Internationally Minded Person:

- Has a good sense of identity;
- Is open-minded and adaptable;
- Is respectful of other cultures and beliefs;
- Is aware of and celebrates similarity and diversity;
- Is a good communicator;
- Has respect for the ideas and opinions of others;
- Takes an interest in global issues.

We Believe Responsible Global Citizens Are:

- Role models who act ethically and demonstrate personal integrity;
- Optimists who focus on the positive in thought and action;
- Reflectors who consider the world, their ideas and experiences;
- Diplomats who build respectful relationships with people different from oneself;
- Volunteers who make positive contributions to individuals and communities;

- Ambassadors who model ethical global citizenship;
- Stewards who sustain the ecological systems and resources that support life.

ISZ ADMISSIONS POLICY

Upon receipt of pertinent information, the Head of School, in coordination with the respective Section Principals and Student Services Coordinator, will decide on the placement of the child. Several factors are taken into consideration such as age (where the cut off date is set at September 1st), previous schooling, academic and social maturity, English language ability, etc. We may administer a series of examinations to help determine placement.

ISZ is not a special needs school. While we strive to provide appropriate services to all students, our resources are limited, and in case where we feel the School cannot adequately serve the needs of a child, ISZ may decline to have a student admitted.

Procedure

Applications for admission are accepted throughout the year. Families seeking admission for their child(ren) are advised to apply as early as possible as certain classes fill up quickly. Where there is a shortage of places, students can join a waiting list.

A USD500 fee is payable upon registration.

Documents

ISZ Application Form;

Copies of student & parent passports;

Two passport pictures;

Copy of resident permit for expatriates;

Copy of student immunization records;

Transcripts or reports from the previous school;

ISZ language questionnaire students in Year 2 to Year 9 whose first language is not English.

English as an Additional Language

Students may enter the School with no English speaking skills at the Nursery, Reception and Year 1 levels and will be enrolled in the regular classroom. For students from Year 2 to Year 9 ISZ offers an inclusive EAL program. English language proficiency is a requirement for applicants of Years 10 & 11 (IGCSE) and Years 12 & 13 (A Levels).

SCHOOL GOVERNANCE & ORGANIZATION

The International School of Zanzibar is governed through its Board of Trustees. The Board of Trustees is the legal and authorizing body of ISZ. The Board of Trustees consists of seven parents elected by members of the school community to govern the School. The Head of School serves as an “ex-officio” non-voting member of the Board of Trustees.

The Board of Trustees

The Board of Trustees' primary objective is to ensure that the school's Mission Statement and Guiding Statements are set and adopted so that all children receive the best possible education regardless of race, gender, religion or nationality and to foster international understanding, respect and interaction. The Board of Trustees is also responsible to protect and to ensure the continued existence and success of the School.

The Board of Trustees is responsible for recruiting a Head of School who is delegated the academic management and executive administration of the School. The Board of Trustees does not intervene in day-to-day operations of the School.

Please see ISZ's Board Policy Manual for more detailed information about the governance policies and practices at the International School of Zanzibar.

Head of School

The Head of School reports directly to the Board of Trustees and is responsible for the day-to-day operations of the school, including the recruitment and supervision of faculty members and the administration of the school within an administrative budget that is approved annually by the Board of Trustees. He is also a non-voting member of the Board of Trustees.

While the Head of School may distribute responsibilities to those under his supervision, he is ultimately responsible for everything that happens at the school.

Section Principals and Cambridge International Coordinator

The Head of School decentralizes the academic administration of the school among Section Principals who are responsible for an academic sector of the school: The Primary Section (Nursery-Year 6) and Secondary Section (Year 6-Year 13). The Section Principals also work with Fieldwork Education on the implementation of IPC and IMYC requirements.

The Cambridge International Coordinator takes on administrative/academic responsibilities for IGCSE and A/S & A Level courses.

Student Support Services Coordinator

Faculty is supported by the Student Support Coordinator. The SSC mainly functions as a support for teachers dealing with students who face academic, behavior, and/or social issues. The SSC is invited into the classroom to observe students and develop plans and actions addressing the needs of the individual student. The SSC coordinates and monitors student progress and is in regular communication with teachers and parents.

The Operations Manager

The Head of School works directly with the school's Operations Manager who is responsible for day-to-day business and operational management of the school.

The Operations Manager decentralizes her services among a human resources assistant, an accounting assistant, and IT technician. In addition she supervises the school's cleaning and security services. She is also the school's liaison to the school uniform service.

The Operations Manager, together with the Head of School, also oversees school security and campus safety.

SAFETY & SECURITY

Safety and Security Measures

The Head of School is responsible for the overall security implementation of the policy agreed by the Board of Trustees. To this effect, the School has several emergency handbooks which are regularly updated.

The Head of School also maintains close relations with the US Embassy in Dar es Salam and other diplomatic missions in Zanzibar.

Parents are required to provide the school with the most up to date contact information (email, phone numbers).

Closed Campus

Our campus is guarded 24/7. Students are not permitted to leave the school campus during the school day. If a student needs to leave campus for a doctor appointment or other circumstance, parents need to notify the school.

Access to the Campus & Trespassing

The school is a private place and no unauthorized entry is allowed. Upon entry, each person must check in with the security guard at the gate who will then issue an ID pass. Any person not wearing the pass will be considered to trespass and is asked to leave immediately.

During the global corona pandemic, ISZ will implement hygiene and social distancing measures. We reserve the right to deny admission to campus if a person is found not meeting admission standards. Please refer to our School Re-Opening document for more details.

Safety procedures in regards to car drop-offs/pick-ups

Parents and guardians who are dropping off their children are authorized to park their cars in the parking lot and escort their children to the classroom.

Staff members are on duty and will ensure that students safely enter the school campus. This measure is aimed to reduce the amount of traffic in the school parking lot.

Parents and drivers are required to drive safely and slowly. Any repeat offenders will not be admitted to the parking lot. It is very important that all parents instruct their drivers to drive safely and slowly.

Open Door Policy & School visitors

ISZ practices an Open Door Policy. All parents are welcome to visit the school at any time. If you want to spend time in the classroom observing a class or speak to a teacher, please give the teacher 24 hours notice.

All visitors, including parents, will be provided with a badge which they will wear as long as they

are on site. Students should not approach any stranger who is not wearing a badge but should report all strangers immediately to the nearest member of staff.

ISZ is happy to welcome visiting family members, former students, alumni, or prospective parents who would like to see the School. We ask that families contact the School to arrange dates and times for the visit. A visit by school- age children is limited to one day and the student is considered a guest of the School for the day.

All other visitors will be accompanied by a faculty or staff member while visiting the school.

THE SCHOOL DAY

Opening Hours

The School is open between 7:30AM and 4:00PM Monday through Friday while the school is in session.

The Main Office can be reached by email at info@isz.co.tz or by phone at: +255 777 477 053

School Calendar

ISZ follows a Northern Hemisphere school calendar. The school year starts in mid- to late August and ends in mid-June. The school calendar can be found on the school's website at www.isz.co.tz/calendar.

School Hours

The school day begins with students arriving at school from 7:30AM. At 7:45AM school officially starts and all students are expected to be in their classrooms. The school day officially ends at 3:00PM for the entire school. After school activities may run until 4:30PM.

Early Years students have two pickup times. The first pickup time is at 12 noon and the second time is at 3:00PM. Parents should decide if the 12 noon or the 3:00PM time is more convenient for them and should stick to this as regularly as possible. We understand that at times a parent may want to change the pickup time and this is permitted as long as it is communicated to the teacher in advance.

At the end of the school day, parents/guardians are expected to pick up their children punctually. Any students who are not picked up will be brought to the Main Office in order to contact the parents/guardian. If for any reason you are not able to pick up your child please inform the Main Office so we can make any necessary arrangements. We are not able to release children to other parents or guardians without prior authorization.

Only students who participate in after school activities may stay on campus after regular school hours.

Attendance and Punctuality

All students are expected to be punctual. Regular school attendance and being on time to School and each class is important for academic development. Excessive or unexcused absence from school is harmful to such development. Parents have a duty to ensure that their

children attend School unless absence is due to illness or other unavoidable cause. For planned absences families are asked to complete an Absence Request Form well in advance. Please notify the school via email at: info@isz.co.tz

Teachers will provide work for students to complete while away so they can continue their learning. Should it not be possible for work to be completed during the absence, students should at least write a diary describing their time away from school and/or draw a series of pictures of their time away complete with brief explanations of their activities.

If students are absent for more than 10% of the total school year, there will be a formal review to determine whether the student can advance to the next grade level.

School Uniforms

The school uniform is mandatory for all students. Research shows that a uniform is the most economical form of school dress. It improves both the general appearance and behavior of students, contributes markedly to the school climate and, above all, the use of a school uniform supports effective teaching and learning. The adoption of a School uniform at ISZ aims to instill a sense of community and pride; protect children from social pressures to dress in a particular way; and nurture cohesion and good relations between different groups of students. ISZ respects the culture and traditions of our host country.

Storage Cubbies and Backpacks

All students in the Secondary school are encouraged to de-emphasize the use of a backpack and streamline the materials that they carry to and from school. Students are encouraged to travel as lightly as possible. Secondary students are provided with a cubby which they are expected to keep neat and organized. Students should refrain from attaching offensive pictures or writing graffiti on their cubbies. Cubbies are checked periodically by faculty members, particularly homeroom teachers, and students will be required to pay for any damage.

Students must gather any items they need for class during appropriate break times as they are not permitted to return to their cubbies when classes are in session.

Lost property

Please ensure that items of clothing, lunch boxes and other property are clearly labeled with your child's name. Lost property that is properly labeled can be easily returned to its rightful owner. Lost property is kept at the Main Office for a limited period of time after which it will be donated to charity.

Birthdays & Class Parties

Students in Primary are permitted to share their birthdays with classmates during an arranged class time. Parents should contact the class teacher a few days in advance and make arrangements as to the appropriate date and time.

Refreshments should be limited to a cake and drinks and should be delivered to class as agreed with the classroom teacher. If a child is having a private party at home, invitations may be distributed at school only if ALL students in the class are invited.

Holiday Celebrations & International Day

ISZ celebrates some international and Tanzanian holidays as a school. Parents and students are welcome and encouraged to share the holidays and traditions of their home countries with their classmates at school. If parents are interested in organizing an event, they should speak with the classroom teacher. We encourage classroom teachers to incorporate these festivals into their classroom topics when relevant and concurrent with our curriculum.

The annual International Day takes place near the end of the academic year. This is an opportunity for students and staff to share their traditions. The Parent Teacher Association (PTA) organizes this event.

HEALTH PROCEDURES

It is essential that we have the following information on file in case of an illness or emergency:

- telephone/cell phone numbers where parents can be reached;
- names and (local) telephone numbers of relatives or friends who should be contacted when parents are not available;
- immunization information, recommended doctor or medical services.

If a student has a chronic illness or some physical handicap, all pertinent information should be given to the school office.

Injuries at school:

If a child is injured at school, first aid will be administered if the injury is minor. An accident report will be filed for injuries which require medical attention, including first aid. Parents will be asked to sign the accident report when they pick up their child and will be notified immediately if there are any questions concerning the severity of the injury. The student's emergency contacts and physicians will be called if the parents are unavailable.

If an injury is more serious, the school will immediately contact the parents to ask permission to call an ambulance and have the child sent to the hospital of choice of the parents. Should parents not be reachable, the school will send the injured child to Global Hospital. A staff member will accompany the child and stay with him/her until a parent arrives.

Illness at school:

Students with contagious illnesses, severe colds, vomiting, or fevers will be sent to the front office. Parents will be notified and required to come and collect their child to prevent infections and viruses from spreading.

In the event a child becomes ill and needs to be picked up, the parent(s) will be called and are expected to come pick the child up. If the parent(s) cannot be reached or do not arrive in a timely manner, the emergency contact person will be called and asked to come pick the child up.

FOR COVID-19 RULES PLEASE REFER TO OUR SCHOOL RE-OPENING DOCUMENT

Illnesses that should keep a child at home:

Children should be kept at home if they have any of the following symptoms:

- Drainage of any kind: This includes nose, ears and eyes.
- Fever: Temperatures approaching 38 degrees Celsius (100+ degrees Fahrenheit).
- Respiratory Issues: Breathing difficulties (i.e., wheezing, abnormal, quickness of breath).
- Vomiting and/or Diarrhea: If a child has vomited or had diarrhea in the night s/he should be kept home.
- Rash: Undiagnosed rash
- Sore Throat: Sore throat that needs culturing because other signs are present.
- Behavior (younger children): If a child looks or acts differently; was awake all night and crying; is unusually tired, pale; has a lack of appetite; is irritable or restless. These are likely signs of oncoming sickness and parents are encouraged to keep the child at home.

Medications at School:

ISZ does not permit school employees to dispense prescription or non-prescription medication including: Tylenol, cough syrup, throat spray, throat lozenges, cough drops, etc., without directions and written consent from the parents. If medication must be given during school hours, a signed consent letter **MUST** be on file. Medications will be kept at the Main Office and administered by the class teacher. Medications must be brought to school by the parent - ***not sent to school with your child***. Medication needs to be in the original prescription or non-prescription bottle/container. If medication needs to be taken home, it should be picked up by the parent.

Head Lice

Head lice are a nuisance, but not a health risk. Disease cannot be transferred through head lice. Information and thorough treatment are necessary for the control of head lice. ISZ shall make head lice information available to all parents. Maintaining the privacy of families treating a case of head lice is important to ISZ.

A case of head lice is defined by the presence of active lice. Parents and staff should notify school immediately if a family member or student shows indications of head lice. Once a child is identified by the school nurse to have an active case of lice, the parents will be contacted and treatment information will be made available. Families will have the option of arranging pick up for the child or allowing the child to remain under supervision through the conclusion of that school day. The identified child shall remain home from school for at least the following school day for treatment. The school may hire a qualified nurse to conduct checks at school for signs of active lice. Upon a child's return from a lice treatment absence, s/he will be checked for active lice before going to classes. If clear of active lice, the child may return to classes. If active lice remain, s/he will return home for additional treatment.

School staff will wash hands or use hand sanitizer before and after each lice check. In circumstances where multiple cases of head lice have been identified among a particular age group, ISZ may choose to check an entire class.

Chickenpox

Children with Chickenpox should be kept at home until the lesions have scabbed over. If a child is identified with chicken pox at school they will be sent home immediately. The class teacher or administration should be informed if your child has chicken pox.

SCHOOL COMMUNICATIONS

Effective and efficient communication is one of our primary concerns at ISZ. We aim to provide channels for effective communication between all members of the school community. As a small community, it is important that these channels are observed in order to ensure that we are communicating respectfully with each other and that the correct information is available for all constituent members.

Getting Your Questions Answered

ISZ is a service provider, and we take any questions or concerns parents may have seriously. In order to facilitate communications, we encourage all community members to have open, honest, and respectful communications with each other. Typically, the first point of contact for all academic related questions or concerns is the teacher involved. Any non-academic questions or concerns should be expressed to the Main Office.

In all communications, we expect Inquiry to Precede Assertion!

Hierarchy of Communications

If for any reason the classroom teacher is unable to answer your questions or address your concerns, please contact the relevant Section Principal. If the Principal is not able address your concern properly, please feel free to make an appointment with the Head of School. This action should only be taken only after the other steps have been taken first.

Students follow the same procedures outlined above. Talk to your teacher first. If the issue is not resolved promptly, talk to the Principal. If the issue still persists, please come see the Head of School. Students should contact the Main Office directly for any non-academic questions or concerns.

Student-Parent communication during school hours

In order to not disrupt daily school routines, parents should avoid communicating directly with their children during school hours. If for any reason parents or students need to communicate with each other this should be done through the Main Office.

All School weekly eNewsletter

At the end of the week, a weekly eNewsletter is distributed to ISZ community members. It is

suggested that all members of the community read it as this is the main summary of the news, events, happenings, etc. at ISZ.

OUR CURRICULUM

International School of Zanzibar is an IPC, IMYC and Cambridge International (IGCSE, A/S and A Levels) school. We value the international component of each of these programs that are suited for our school community and needs.

IPC

The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum for Years 1-6. The curriculum provides learning goals for Science, History, Geography, Design Technology, Society, ICT, PE, Art, Swimming, and World Languages. There is a strong component of international-mindedness throughout the curriculum. Big Ideas ties the various subjects together across the curriculum. The learning process is structured with an Entry Point, Knowledge Harvest, Reporting and Recording Activities, and an Exit Point to complete the cycle.

The IPC also provides Personal Goals for students to work towards which are integrated into the teaching of the units. These pastoral objectives are Respect, Thoughtfulness, Resilience, Morality, Cooperation, Communication, and Empathy.

Mathematics and Literacy in the Primary follows learning goals for each year based of the British National Curriculum. Genres for reading and writing are also integrated into the IPC topics as much as possible.

IMYC

The International Middle Years Curriculum (IMYC) is for students in Years 7-9 and builds on the foundation provided by the IPC. It is a challenging, engaging, and concept-focused curriculum designed specifically for the unique learning needs of 11-14 year olds. IMYC learning builds upon enquiry-based thematic concepts and helps teachers prepare students for the next stage of their learning. This includes the development of foundation subject knowledge and skills that students need for IGCSE and A-Levels. The personal and international skills that students develop throughout their learning with the IMYC also provide crucial foundations for their senior school learning and even for future work opportunities.

IGCSE

The International General Certificate of Secondary Education (IGCSE) is an English language curriculum offered to students in Years 10 & 11 and prepares them for further studies such as A levels, the IBDP or American AP courses. The IGCSE was developed by University of Cambridge International Examinations. IGCSE qualifications are based on individual subjects of study, which means that students receive an IGCSE qualification for each subject they take.

Cambridge IGCSEs provide a broad study program that covers subjects from a variety of areas:

Languages, Humanities, Social Sciences, Mathematics, Creative, Technical. IGCSEs are a great fit for ISZ as they allow teaching to be placed in a localized context, and they are suitable for students whose first language may not be English.

The IGCSE is graded on an 8-point scale from A* to G with a 9th grade "U" signifying "Ungraded".

A Levels

The Cambridge International A Level (Advanced Level) is a subject-based qualification, as well as a school leaving qualification. Obtaining A Level or equivalent qualifications is generally required for university entrance. Normally, students take between 3 and 5 A Levels in Years 12 & 13. A Levels have no specific subject requirements so students have the opportunity to combine any subjects they wish to take. Students typically pick their courses based on the degree they wish to pursue at university.

The AS Level (Advanced Subsidiary) is an independent qualification encompassing the first year of an A Level qualification's content.

ASSESSMENT & STUDENT PROGRESS REPORTING

Assessment for student progress is an integral part of our academic program. We believe that a range of assessment strategies is necessary to evaluate student performance, to inform future teaching, and plan for further student learning. The curriculum we teach and the tools we use to assess student performance emphasize student growth and reflect important principles of international education as prescribed by the IPC, IMYC and Cambridge International Examinations. These principles include the development of inquiring, knowledgeable, and caring young people who create a better and more peaceful world through intercultural understanding and respect.

Assessment is a way of measuring student progress in relation to defined objectives. The quality of any assessment depends first and foremost on the clarity and appropriateness of the curriculum. Students and teachers are engaged in assessing student progress, and feedback is central to all teaching and learning. We believe it is crucial to student success to communicate the purpose and criteria for assessment so that students can strive for excellence. As part of this process, students frequently engage in self-assessment and reflective activities allowing them to take a more active role in their learning. Assessment provides direction for teachers, the learners (students), the parents, the administration and the larger School community.

Plagiarism & Academic Honesty

Plagiarism is defined as to steal or pass off as one's own, the ideas, writings, etc. of another. Examples of plagiarism include, but are not limited to:

- copying specific ideas of an individual author or source; or copying large portions of exact words from any source without both giving proper citation and/or using quotation marks;

- paraphrasing (re-writing using different words) or summarizing (completely re-writing a passage or section) another person’s unique and non-common-knowledge ideas found in any source, without giving proper citation;
- downloading or purchasing papers, copying and pasting information from the Internet or electronic sources;
- copying and pasting from any source without citation;
- intentionally making other people’s ideas appear to be your own by any means.

Because all violations of Academic Integrity strike at the very core of the nature of the school, the response to plagiarism and cheating is severe, including the possibility of redoing all outcomes of that unit or course. It may also result in suspension from the school.

Grading and Grade Reporting

Primary Reports are sent out at the end of each term. These reports use a level of *Beginning*, *Developing* and *Mastering* to communicate student progress. A program called *Classroom Monitor* is used to assist teachers in recording student progress in all areas of their learning and is (will be) accessible to parents so as to enable them to keep track of their child’s learning throughout the terms as well.

Beginning	The student consistently needs support from the teacher or his or her peers to achieve the desired learning goals.
Developing	The student is sometimes able to achieve the desired learning goals independently but often benefits from guidance from the teacher.
Mastering	The student is consistently able to achieve the desired learning goals independently and is able to assist their peers in their learning.

Parent-Teacher-Student Conferences

Regular and open communications with parents on student progress is part of the educational process. Parent-Teacher-Student conferences can be scheduled at any time throughout the year by contacting the teacher.

Student Led Conferences

ISZ schedules Student Led Conferences three times per year. These conferences provide an opportunity for students to share their learning and progression with their parents or guardians. They enable students to take pride and ownership in their learning and provide them with opportunities to reflect on their work, skills and overall progress. Before the conference, students reflect on their learning and, together with their teachers identify their academic and social strengths as well as areas that they need to address and/or improve. They will then present this to their parents.

An important part of the conference at the Primary level is the Student Portfolio, which is compiled by the student (with teacher support). During the conference students share their

portfolios which will include an explanation of their strengths and areas to be improved.

It is important to appreciate that whatever a child chooses to share with his/her parent/guardian is an indication of the student's overall progress that is taking place in the classroom at that time and does not represent a whole year's learning in a particular area.

Student Academic Records

The School maintains a file on each student in the School, in which copies of report cards, reports of disciplinary actions taken, correspondence between the home and school, and other official School records are kept. The records are considered School property.

By contacting the School, parents may examine, acquire copies of, or challenge the contents of their child's records. Student files are also available to faculty members working with the student, and to the School administration. They are not available to anyone else, except with the parent's written consent.

HOMEWORK

Homework in the Primary

Younger students may have 15 minutes to half an hour of homework every evening from Monday-Thursday. They should be able to complete the work by themselves. ISZ always recommends reading a book!

Homework in the Secondary

In Middle and High School, students learn skills, study habits, knowledge, and approaches that advance their educational development and prepare them for higher education. As part of this program, students will be assigned written and non-written tasks to complete outside of class that will reinforce subject material taught in class.

Given the nature of the IMYC, IGCSE, and A Level curricula, homework is given on a daily basis and varies according to grade level, subject, type of assignment and the individual student.

Students in Years 7-9, should have approximately one hour of homework per night. IGCSE and A-Level students should expect an hour and a half of homework every night. High School students should also be dedicating a good deal of weekend time to homework.

USE OF TECHNOLOGY

At ISZ, we embrace technology as a means for learning and communications. The use of technology is strictly governed by our Acceptable Use Policy (AUP). You can find a version of the AUP on our website at <https://isz.co.tz/parents-resources/>

Technology Platforms at ISZ

At ISZ we aim to streamline and standardize the technology platforms we use. *Classroom Monitor* is a platform specifically designed for IPC and IMYC. Additionally, we use *Google Apps*

for Education (GAPE). All students from Year 7 and staff are allocated a Google account that they use for internal communication purposes. Students may also have accounts with Cambridge International and/or other online learning platforms.

Use of Digital Images at ISZ

Normal video and photography are used in a learning context at ISZ, both by teachers, to deliver relevant and engaging lessons, and increasingly by students as a way of demonstrating an understanding of their learning. These movies and pictures frequently feature our students and are sometimes shared in the ISZ online learning environment that provides our students with an audience and an authentic publishing environment.

ISZ controls access to the media we put on the internet. The faculty at ISZ is very conscious of the need to keep student information private. To this end, we have developed guidelines for teachers detailing the appropriate usage of photos and videos online.

Students themselves are involved in Digital Citizenship lessons where they learn about the benefits and hazards of a connected world. By signing the AUP, they agree to behave in a responsible manner when it comes to maintaining an online presence and to use social media thoughtfully. In addition to the classroom environment, ISZ faculty and staff take pictures and videos of students at several events throughout the year. Images and videos are used on the school website, yearbook, social media platforms, publications, promotional materials, and school documentation. Every effort will be made to use discretion and taste in the use of these images, and videos.

If ISZ receives requests from outside publications who would like to feature the school and its students in their stories / articles / websites. Where a request is made for such photos, the School will contact the parents directly for their permission for their image/s to be used outside of ISZ.

The section below contains the parent portion of the AUP.

ISZ Parent Consent Form

Your child(ren) may be asked to create an email and/or other online accounts for educational purposes. Photographs of your child(ren) may appear in ISZ publications and documents or media reports about ISZ.

Please contact the Head of School if you have concerns about this or any other requirement below.

Acceptable Use

1. The use of ISZ technology is a privilege, not a right.
2. Technology is to be used in a responsible, ethical, and legal manner. Some information and activities are not appropriate for school.
3. All technology use must support ISZ's educational objectives and meet the objectives of

ISZ standards of conduct.

4. Use for student self-discovery may be allowed, but the Head of School will decide what usage is acceptable.
5. The Head of School may suspend or permanently end technology access for any student who violates ISZ's AUP.
6. The cost of willful damage will be billed to the parent or guardian of the abusing student.

My signature below acknowledges that I have read, understood, and agree to the ISZ Student Acceptable Use Policy. I further acknowledge that I will abide by the rules and guidelines stated above.

NAME _____

SIGNATURE _____

DATE _____

Mobile Telephones

Mobile telephones are brought into School entirely at the students' own risk. Students who bring mobile telephones to School should switch them off during the school day. In case of an emergency, or should there be a need to make an urgent communication, students should go to the Main Office.

Personal Electronic Devices

All electronic equipment such as MP3 players, mobile game consoles, etc. are brought to school entirely at the students' own risk. Electronic devices should not be used in the School corridors or in the classrooms during lessons. Material on the electronic equipment must be appropriate, and it is the responsibility of parents to ensure that this is the case. The School does not consider itself responsible in any circumstances for a missing electronic item which students bring to School.

STUDENT SERVICES

Student Services' main goal is to offer excellent balanced learning for all students using an inclusive approach. Student Services works with students, teachers and families in order to understand the learning needs of the individual student who experiences challenges in their daily learning. Student Support Services will decide about learning support eligibility and placement in Learning Support Level bands and is responsible for approving, and then accompanying the progress on the Individual Action Plans of the student.

Philosophy and Aims

- We value the uniqueness of students and staff: their strengths, their experiences and contributions;

- We strive to create an effective, inclusive learning environment for each child;
- We develop an inclusive curriculum, that emphasizes the strengths but accommodates the needs of all children in the classroom;
- We provide access to an educational environment that meets the individual needs of every student;
- We work towards creating a strong inclusive classroom environment;
- We foster mutually sustaining relationships between the school and the local community;
- We develop flexible student-centred teaching practices;
- We celebrate diversity as a natural and inherent condition of an international school environment;
- We believe that through skilled and sensitive teaching students can find ways to succeed;
- We have high expectations and we follow the progress of each student.

As an international school we are a unique educational environment. We serve an often-transient student population that naturally presents a variety of skills, levels and language abilities. Therefore, we strive to remain flexible with services that accommodate the specific needs of students and their families. The School aims to successfully educate all children in the same classroom. Diversity enriches the learning experience for students and for the whole school community. We believe that co-teaching is an effective model for all students where all students succeed.

In this setting we promote the understanding of multiculturalism and we work to create a positive learning environment where differences are appreciated and explored.

The Student Support Team

The Student Support Team consists of the Student Support Services Coordinator, the Section Principals and select teachers. The Team meets regularly to document and discuss student progress. The Team develops intervention plans and regularly follows up on those plans to modify/adjust them where appropriate or necessary. The Team takes all relevant decisions, and the SSC regularly informs parents and other staff members who teach the child about progress, modifications, etc.

Inclusive Services Delivery Models

ISZ supports students with additional learning needs. We believe that it is the school's responsibility to teach the students to learn how to learn and other important life skills.

In order to do that we organize our learning support system in different levels that work as follows:

Level 1 (Monitor):

Monitor student performance. Students are placed on monitor if a concern is noted in the admissions process or a classroom teacher expresses a concern during the year. These students do not need an Individual Action plan.

Level 2: (Accommodate)

Students participate in the same curriculum content as their peers and have the same learning outcomes. They are supported in class by differentiating work and by putting into place strategies with the help of the Student Support Services Coordinator. Their performance and achievements are regularly monitored. These students need some accommodations (instructional, environmental and assessment accommodation) to access the school curriculum. The accommodations are recorded in the Individual Action Plan. The Individual Action Plan is a document that is developed to record pertinent information about the student who is receiving support. Most support is provided in class.

Level 3: (Modify)

Support is for students who require significant accommodations and/or modifications to the content of the curriculum. These students may also require direct teaching and social-skills development.

Specialist Services Outside of ISZ

ISZ has a list of outside professionals who will undertake a full psycho-educational evaluation of students, which may comprise both cognitive and academic skills assessment. The result of such testing is then used to design strategies, accommodations or modification that will be included in the student's Individual Action Plan (IAP).

Gifted and Talented - Higher Abilities

At ISZ resources are available for the identification and teaching of gifted and talented students. Students who are identified as gifted and talented will be given the opportunity to explore, challenge, and further their academic goals and achievements. ISZ strives to provide opportunities in which students can apply their personal interests, being creative, and develop a self-chosen project. Student Support Services is available to work with the classroom teacher to help students to acquire an advance level of understanding, knowledge and methodology with particular subject and interdisciplinary studies. In particular, in the areas of planning, decision making, self evaluation.

We believe that every student has the right to learn and to be provided with the most appropriate challenges to his/her learning.

Student Support Services Admissions

We make decisions on a case-by-case basis. Students in all stages of English language learning and students who might have gaps in their education will be assessed to determine the best support. This process will be important to gather information from all the individuals involved with the student. We regularly consider if the program can provide each student who applies with the opportunity to succeed. Admission to and continued placement within the school setting is based on this consideration.

Student Support Services Referral Procedure

The mandate of Student Support Services is to work with students and staff to make the school curriculum accessible to everybody. The referral process is applied according to the needs of

the individual student in a flexible manner that caters to specific needs.

1. A student can be referred by a teacher, a member of the educational leadership team, or a parent/guardian.
2. The referring party will fill out the Student Support Form.
3. The form goes to the Student Services Coordinator and is saved on a Google Drive folder.
4. The School will contact the parents/guardians to inform them that their child has been referred.
5. The Student Support Coordinator will gather information on the student's needs through classroom observations, individual session(s) with the student, discussions with relevant staff and teachers, and/or discussions with a parent/guardian.
6. The decisions about eligibility for learning support are made by the Student Support Coordinator.
7. Based on the information gathered, the Student Support Coordinator will develop an Individual Action Plan. Each student's plan is designed to meet his or her needs by emphasizing strengths, remediating weaknesses, and supporting curriculum access.
8. The Action plan is revised regularly.
9. Students are exited from the program when they are:
 - working to their potential on a grade level standard for a sustained period of time based on standardized assessments;
 - demonstrate the use of strategies to compensate effectively for their learning needs.

Student Confidentiality

Each student has the right to privacy. We share confidential information with faculty who work with students for the express purpose of understanding student needs. It is a professional obligation of ISZ faculty and staff to protect confidential information given verbally or in writing. All conversations should take place in secure locations. The primary channel for communication about the student is the Individual Action Plan.

All confidential information will be stored securely with the Student Support Coordinator.

THE PARENT/TEACHER ASSOCIATION (PTA)

The PTA is an active organization that brings together parents, teachers, and the local community to create a strong partnership between parents and the School. It provides an opportunity for everyone to work together towards a common goal, to create a school that assists in achieving our mission statement. The PTA works to promote close co-operation and communication between parents and the school, discuss matters of mutual interest relating to the education and welfare of the pupils, to engage in activities which support and advance the education of pupils attending the school, to raise funds to help the school provide resources (non-budgetary) and extras for the pupils and to run social events for parents and children. The

PTA committee holds meetings on a regular basis (usually every month). These meetings provide an opportunity for parents to communicate with the school community, make suggestions and discuss matters pertaining to the welfare of the pupils, organize and plan events, and discuss the allocation of funds raised. Participation in the PTA is open to all members of the community.

THE STUDENT COUNCIL

The Student Council is a collection of students who give a voice to the student body. It makes sure that the students of the school are able to put forward their views on the growth of the school and help in its process. A faculty member is assigned to assist the Student Council in its work. We believe the school environment is one that students have the right to its growth and direction.

Aims:

- Give students a space to voice their opinions.
- Discuss the future and direction of the school.
- Ensure student needs are being met.
- Cultivate a sense of responsibility and leadership.
- Organize fundraising events.

The Student Council holds regular meeting to discuss the thoughts and concerns of the students. We discuss the school environment and possible upcoming events. Students discuss issues in class, and the class representatives relay that information to the meeting. That information is then passed on to the Educational Leadership Team (ELT). This gives students a direct channel to the leaders of the school.

Student Ambassadors

ISZ has initiated a “buddy” scheme to promote an easy and positive transition into the school for new students. The new student will be paired with an veteran student, the “Ambassador”. S/he will help the new student to become familiar with the school and have a welcoming experience from the beginning. The Student Ambassadors play a very important role in supporting the new students.

The Student Ambassador’s main responsibilities are:

- Get in touch with the new students before their arrival (if possible).
- Help the new student become familiar with the School and its facilities.
- Getting used to the daily routine.
- Being a point of contact.
- Introducing him/her to new friends.

SCHOOL EVENTS

School Dances

The Student Council organizes regular school dances for Secondary students. These are generally held at the School on Thursday or Friday evenings. Parents are to pick up their children at the time when the dance ends.

Movie Nights

The PTA organizes regular “Movie Under the Stars” nights at school. These events are open to all community members as a family event. All students at the Movie Night need to be chaperoned by parents/guardians. The school does not provide supervision at Movie Nights and parents are responsible for their children.

Parental Responsibility at Family Events Which are Organized at ISZ

When the school sponsors a “family event” (eg. Movie Nights, Craft Fair, etc.) it is the parents’ responsibility to ensure that their son/daughter follows school rules. School administrators and teachers are not supervisors at these events.

CODE OF CONDUCT & DISCIPLINARY PROCEDURES

Each student, parent and staff member in our School Community has the right to be treated with respect, courtesy and consideration by all other students, parents and staff. Good citizenship and global mindedness are part of the traditions of ISZ.

All members of the ISZ community

- Respect others and their property.
- Show respect for opinions and ideas even if you may not agree with them.
- Respect the physical school environment.
- Show interest in school activities.
- Respect and accept all students, teachers and other community members regardless of race, nationality, gender, religion, political beliefs or sexual preference.
- Give clear and concise answers and positive, constructive criticism.
- Avoid situations where loyalties may be challenged.
- Punctuality is expected when entering and exiting classes / meetings.
- Address initial complaints to the person involved before informing others.
- Be proud of yourself and your School.
- Maintain honesty, integrity and truthfulness with yourself and teachers throughout your education.

Discipline Policy

The primary goal of the ISZ Discipline Policy is to help students understand acceptable behavior at school. The responsibility for personal conduct rests first and foremost with the home. The school is responsible for working with parents in achieving this goal. In cases in which interventions must be issued by the school, it is not intended to be punitive, but to allow the student the opportunity to correct the behavior. Violations of rules may lead to parent

notification, conferences, counseling, detentions, suspensions, expulsion from school, or other appropriate interventions. Any student whose actions violate the school rules or bring dishonor to the school, whether on or off campus during a school function, will be disciplined. An environment where students feel safe and secure helps students excel academically, socially, and emotionally. There are instances where disciplinary actions are required to maintain a healthy school atmosphere. Students will be held to high expectations of behavior in a respectable and trustworthy manner and show concern for others at all times during school, extra-curricular activities, field trips, and any type of school activities.

General Behavior Guidelines & Rules

1. Students are expected to solve their disagreements through peaceful dialogue.
2. Students should always contact an adult when they observe inappropriate behavior.
3. The care of school property and any items issued to the student are his/her responsibility as are all the parts of the building and other equipment.
4. Any student staying after school should do so only when involved in supervised activities and with parental permission. Students staying after school for any reason must be under the supervision of an adult.

Our behavior rules and expectations apply throughout the school day and during all school activities, including field trips, sports, events, and other outings.

Detention

Generally, if a student receives a detention as a consequence for a misbehavior, it will be served at school. Teachers need to notify the respective Section Principal if they assign a detention. The Principal will then notify parents.

Suspension

Suspension is an action determined by the school administration, typically the Head of School in consultation with the Section Principal. No student will be suspended without parent notification. Before a student may attend classes following an incident of in-school or out-of-school suspension, the parents and student should meet with the Section Principal to be informed of conditions for resumption of attendance. Suspension may be assigned at home under the supervision of parents, or in-school in an isolated location under the supervision of the Section Principal or designee.

Expulsion

Expulsion is a serious action taken by the school. A student who is expelled from school cannot return.

LEVEL 1 Misbehaviors	LEVEL 2 Misbehaviors	LEVEL 3 Misbehaviors
These misbehaviors distract from student learning. Examples include, but are not limited to:	These misbehaviors contradict the standards of behavior and make students at the school feel unsafe. Examples include, but are not limited to:	These misbehaviors put others in immediate physical and emotional danger. Examples include, but are not limited to:
<ul style="list-style-type: none"> ● Electronic device violations ● Dress code violations ● Tardiness ● Disruptive behavior in classroom and at school ● Profanity ● Public displays of affection 	<ul style="list-style-type: none"> ● Insubordination ● Harassment (any form) ● Forgery ● Cheating/Plagiarism ● Bullying, Intimidation, Threatening ● Theft ● Vandalism ● Lying/Dishonesty ● Fighting 	<ul style="list-style-type: none"> ● Unprovoked Physical Aggression ● Sexual harassment ● Use or possession of alcohol, drugs, tobacco ● Bribery ● Use of a weapon at school (knife or other dangerous objects) ● Making a bomb threat ● Arson
<u>Interventions may include:</u> <ul style="list-style-type: none"> ● Warning from teacher or administrator ● Conference with teacher, administrator, counselor and/or parent ● Detention: lunchtime or after school ● Parent notification ● Removal from ASAs ● Other appropriate consequence 	<u>Interventions may include:</u> <ul style="list-style-type: none"> ● Behavior Improvement Plan ● Parent notification & conference ● Detentions ● Suspension (short-term): in-school or out-of-school ● Counseling as needed ● Removal from in-school activities and/or ASAs ● Removal from recess and lunch (short-term) ● Other appropriate consequence 	<u>Interventions may include:</u> <ul style="list-style-type: none"> ● Removal from recess and lunch (long-term) ● Educational Psychologist assessment ● Suspension (longer-term) ● Family Counseling ● Expulsion ● Notifying local police ● Other appropriate consequence

Harassment & Intimidation (“Bullying”)

The school is committed to providing a safe, positive, productive, and nurturing environment for all its students. The school encourages the promotion of positive interpersonal relationships between members of the school community. Intimidating or aggressive behavior towards individuals or groups, aka bullying, is strictly prohibited and will not be tolerated. This includes physical, verbal, electronically transmitted (cyber or high tech), and psychological abuse. The school will not tolerate any gestures, comments, threats, or actions which cause or threaten bodily harm or personal degradation. This applies to all school functions, on or off campus.

Any student found harassing another student may be recommended for long term (up to 10 days) suspension from attendance at school. Bullying in any form will not be tolerated and all reported incidents will be investigated. We reserve the right to apply this policy to actions that take place off-campus, IF the action interferes with the operation of the school or an individual student's ability to receive an education.

Cyberbullying & Online Harassment

Cyberbullying is the use of information and communication technologies such as email messages, cell phones, text messages, personal websites, online chat and social media sites that are intended to threaten or harm others, or which cause emotional distress to an individual or an individual's ability to receive an education.

Cyberbullies usually hide behind the anonymity that the Internet provides and do not fear being punished for their actions. Cyberbullies spread hurtful messages to a wide audience with remarkable speed. Cyberbullying includes, but is not limited to, the following:

- posting slurs or rumors;
- sending email or text messages that are mean;
- threatening or sexually explicit actions such as using a camera or camera phone to take and send embarrassing photos, posting fake or misleading photographs of students on web sites or social media.

Any student who believes that they or another student have been the victim of cyberbullying should immediately report the situation to a teacher, school administrator, or Student Support Services. Reports can be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. The school will investigate all reports of cyberbullying.

Smoking

The ISZ campus is considered a smoke-free campus. Smoking is not permitted on the premises. Students are not permitted to smoke at any time on campus or during other ISZ activities such as field trips or school events held off-campus. Likewise, all members of the ISZ community are requested not to smoke on campus.

Alcohol and Drugs

The School maintains a policy that the use or possession, buying, selling, or provision of alcoholic beverages by any student on campus, in the vicinity of the School, or during other ISZ activities is prohibited. It is also prohibited to attend School events under the influence of alcohol.

The use of, possession of, buying or selling of, or provision of narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, marijuana or any other dangerous drug by any student on campus, in the vicinity of the School, or during ISZ activities off-campus is also prohibited. It is also prohibited to attend ISZ or any ISZ events under the influence of such drugs. If it is determined that a student violated this policy, he or she shall be suspended immediately and may be subject to expulsion from the School.

Culturally Appropriate Behavior

In a multicultural setting, students should consider their behavior carefully since acceptable behavior in one culture is not always acceptable elsewhere. While we hope to accept cultural diversity, there may be occasions when student behavior is considered inappropriate. Under such circumstances, students will be informed and will be expected to respect the sensitivity of others. ISZ expects that all members of the school community will contribute to an atmosphere in the School that is characterized by the values of respect, courtesy and consideration.

Corporal Punishment

Corporal punishment in any form is not permitted. Teachers have the right and the obligation to physically restrain a student from doing harm to other people, to himself, or to property of the School.

Intimate Physical Contact

Intimate physical contact between students on the ISZ campus or during off-campus school events or activities is discouraged as it could cause offense in our diverse cultural community. Sexual relations between students are not permitted on the school campus or during any School events or activities.

Profane, Abusive and Racist Language

Profane, abusive or racist language is not permitted.

Dangerous Items

Possession of a dangerous or potentially dangerous item will be regarded as a serious breach of School rules and may lead to automatic suspension and eventual expulsion. Possible dangerous items can include imitation weapons, knives, fireworks, cigarette lighters or matches.

Confiscation of Student Property

Members of staff have the right to temporarily confiscate the private property of a student under the following circumstances:

- If the item causes a distraction to the student and/or other students in class or on school related activities;
- If the item disrupts the learning environment in class or on School related activities;
- If the item is deemed dangerous;
- If the item is prohibited from School;
- If the use of the item infringes upon the School's code of conduct, rules and procedures.

The member of staff will inform the student when the confiscated item will be returned. In some cases, the confiscated item may be returned directly to the student's parent/guardian.

HOW PARENTS CAN SUPPORT OUR LEARNING GOALS

International Goals

At ISZ, we have included learning goals within our curriculum that help children develop their

awareness of national and international views. As the world that we live in becomes better connected, it is important that your child's international perspective expands to help them become global citizens.

Adaptability

You can help your child improve their adaptability skills by:

- Asking them to do a familiar routine in a different way;
- Change the rules to an activity/task while they are doing it;
- Take a different route to a familiar place;
- Make small changes to your child daily routine.

For Example: Discuss how a character deals with change in a story/movie. Ask your child how they would deal with the situation. Ask questions like, "What would you do if you were in this situation? Why?"

Communication

You can help your child improve their communication skills by:

- Asking your child to say the same sentence with different tones (soft, loud) and expressions (happy, angry);
- Playing games like 'Charades', 'Telephone', 'Pictionary', and 'Backdraw'. - Charades – Charades is a word guessing game;
- Listening actively to your child when they speak to you;
- Inviting your child to repeat what you have said in their own words;
- Allowing your child to speak fully before you answer them;
- Support your child in learning another language.

Cooperation

You can help your child improve their cooperation skills by:

- Creating a timetable for your household chores;
- Encouraging your child to participate in team games or sports;
- Setting them challenges that require them to work with other people;
- Focusing on being fair and taking turns when playing games at home.

Enquiry

You can help your child improve their enquiry skills by:

- Allowing your child to observe everyday routines; Encourage them to make notes on the order activities take place;
- Playing games like '20 Questions' with your child;

- Creating a 'Question of the Day' box. Allow your child to find the answer to the question;
- Playing 'Which do you prefer?' Ask your child to give a reason(s) for their answer. - For example, 'Which do you prefer – hot or cold weather?'
- Playing 'Odd One Out'. Each person is given three objects, and they must explain which is the odd one out and why.
- Encouraging your child to research something that interests them.
- Asking your child to create a mind map on a topic. Get them to draw branches to connect any information that fits together;
- Reading part of a story or showing part of a TV programme. Encourage your child to predict how it ends;
- Showing drawings/photographs/pictures of your host country in the past and today. Ask your child to list what is similar and what is different;
- Playing pattern games with your child.

Morality

You can help your child improve their morality skills by:

- Giving your child age-appropriate household chores;
- Encouraging your child to donate items or raise money for charity;
- Reading fables or watching movies with a moral in them. Ask your child to explain what the moral of the fable/movie is;
- Getting your child/ward to act out different scenarios. Get them to act out the right way to deal with the problem, and the wrong way to deal with the problem;
- Discussing moral dilemmas with your child/ward. Encourage them to be honest about how they would handle the situation. You could ask, "What would you do in this situation?" or "How would you feel if someone did this to you?"
- Sharing an article in the news about moral issues. Ask your child to share what they think is right and wrong with the issue;
- Asking your child to create a piece of art that expresses their moral values;
- Choosing a 'Moral of the Day'. Reward your child/ward if you see them acting out this moral in everyday activities.

Resilience

You can help your child improve their resilience skills by:

- Praising your child for accomplishing a task;
- Providing some advice/prompts if your child is having difficulty with a task;
- Persuading your child to help with tasks at home;
- Encouraging your child to develop their own daily routine;
- Advising your child to take a break if they are having problems;
- Helping your child to set goals for their lives. Get them to think of the steps they need to take and celebrate when they achieve them;

- Asking your child to share what they have learnt following a tough situation. Share your own experiences to help them learn how to discuss this with you;
- Encouraging your child to think about their strengths when they are finding something hard.

Respect

You can help your child improve their respect skills by:

- Creating family rules for particular behaviours;
- Encouraging your child to say “Please” and “Thank You”;
- Setting clear instructions on how you would like your child to act in a situation, and the rewards and interventions of their actions;
- Asking your child to write ‘Thank You notes’;
- Informing your child of any compliments you have heard from other people;
- Sticking to your promises. Encourage your child to mean what they say.

Thoughtfulness

You can help your child improve their thoughtfulness skills by:

- Encouraging your child to think about doing, or saying something before they carry it out;
- Practicing sharing your ideas or belongings with your child. Encourage them to do the same with their things;
- Donating toys, books, or money to charity;
- Volunteering for local community service acts;
- Establishing a ‘Good Deed for the Day’. Encourage your child to do one good deed for someone else. Discuss with your child how they felt afterwards.

Thank you for placing your trust in ISZ. It is our privilege to educate your children!