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MISSION STATEMENT

To provide an outstanding education in a caring international environment, inspiring all our students to reach their true potential and to act as responsible participants in a global society.

ACCREDITATION

The International School Upper School is accredited by the European Council of International Schools and by the Middle States Association of Colleges and Schools.

INTERNATIONALISM AT ISL

At the International School of Luxembourg, through learning and growing up together in our inclusive society, our students develop an understanding of, and appreciation for, different nationalities, cultures and faiths. Our curriculum is taught in English. Internationalism permeates every subject at ISL and underpins all discussions, actions and views enabling our school community to interact with and learn from our host country. In a spirit of empathy and tolerance, our students continually evolve their individual and cultural identities while openly embracing membership of a community that is socially, culturally and linguistically diverse. Using the world as our broadest context for learning, our students engage in various ethical and environmental issues which help them to become knowledgeable globally-aware citizens unafraid of future challenges. Students are willing not only to communicate but also to participate in a compassionate way towards making our world a more respectful, peaceful and equitable place for all people.

STATEMENT OF PHILOSOPHY

The International School of Luxembourg believes it is vital that we teach children the knowledge and skills they need to function successfully within both the community of our school and the multilingual, multicultural societies in which we live. It is also essential that we provide our students with the opportunity and motivate them to develop skills to become lifelong learners, enabling them to take responsibility for their own learning and well-being. The school considers the following attributes to be of great importance:

- Inquiry
- Critical thinking
- Communication
- Open-mindedness
- Risk-taking
- Creativity
- Reflection

We believe it is equally important that the school, together with the family and the wider community foster responsible attitudes and desirable behaviour, enabling students to act with integrity and to take responsibility for their actions.
We have a duty to set world-recognised standards of achievement and to enable students to meet these standards. We believe that instruction should be differentiated to equably support those students capable of exceeding the standards and students who have difficulty in achieving them.

We recognise the importance of intellectual, physical and emotional balance by providing a diversity of sporting, recreational and creative activities.

We do not tolerate any form of discrimination. We believe, moreover, that the school must offer an environment where children of different nationalities, cultures, backgrounds and beliefs can learn to know, understand and respect each other.

**ISL STUDENT PROFILE**

The International School of Luxembourg strives to ensure that its students acquire the knowledge, skills, attributes and dispositions to become:

**Effective communicators:**
- Read, write, speak and listen confidently and reflectively in two or more languages.
- Create, present and perform for a variety of purposes and audiences
- Interpret and respond to many different forms of communication
- Ask questions appropriately

**Proactive to a wide range of situations:**
- Make choices in order to adjust to different roles, environments and tasks
- Display confidence, perseverance, resilience and creativity in pursuit of personal and academic goals
- Demonstrate initiative and take appropriate risks
- Seek and consider a range of viewpoints and beliefs and display acceptance for diversity
- Demonstrate a desire to understand why things are the way they are and to consider possibilities and alternatives
- Use thinking processes that are analytical and/or critical in order to inform further action

**Creative and Innovative:**
- Be naturally curious
- Generate and develop ideas
- Explore and discover solutions creatively
- Be inspired and be inspirational
- Demonstrate originality and inventiveness
- Use failure as an opportunity to learn

**Responsible for their own learning and well-being:**
- Establish priorities, set worthy personal and academic goals and use time and resources productively
- Work toward solutions both independently and co-operatively
- Strive to meet academic standards and make use of self-evaluation
- Use personal, school and community resources effectively
- Use learning as a vehicle for self-discovery
- Strive to lead a healthy, well-balanced life
Contributors to the world:
- Display care, empathy and consideration for others
- Become informed citizens who understand and can participate effectively in the political process
- Exhibit multi-cultural and global awareness as well as social consciousness
- Contribute time, energy and talent to improve the quality of life in our school and communities
- Embody integrity and practise responsible behaviour
- Develop an active concern for the natural environment and our role as caretakers of this for present and future generations
- Recognise injustice on a local and global scale and contribute to actions that promote justice and compassion
- Promote the value of conflict resolution, reconciliation and peace building
- Promote “Universal respect for and observance of human rights and fundamental freedoms” [United Nations Declaration of Rights, 1948]

MIDDLE SCHOOL OBJECTIVES

We believe that the middle years children in our care are passing through a critical phase in their personal, social, intellectual, emotional and physical development as they move from childhood to adolescence.

During this period of transition it is imperative that we as their educators and mentors commit ourselves to the following objectives:

- To offer a challenging academic programme designed to meet the varied and changing needs of the student population.
- To provide a programme whereby students can experience and explore a wide range of different curricular activities and to acquire the skills necessary to become independent learners.
- To provide a structure whereby students are encouraged to be caring, morally responsible, culturally sensitive and aware of global issues.
- To create an environment whereby students can enjoy and participate in extra curricular activities without experiencing a climate of unnecessary competitiveness.
- To offer support for parents and families concerning the interrelated issues of intellectual, social, emotional and physical growth.

We wish to provide an education for our students that will:

- offer ample opportunities and the capacity for
  - self expression
  - imaginative exploration
  - creativity
  - critical thinking
  - risk taking
  - curiosity
- involve them in aspects of
  - leadership
  - collective problem solving
  - goal setting
  - self and peer assessment
- help them develop attitudes of

The middle school section at the International School of Luxembourg, grades 6-8, is under the auspices of the upper school. The programme is designed to ease the transition for our “students in the middle” from lower school to upper school. With this in mind, the programme components include, within a flexible block schedule, opportunities for students to benefit from interdisciplinary and team teaching in the core subjects including languages, EAL, learning support and the Arts, PE, advisory and exploratory programme.

MIDDLE SCHOOL CASCADE PROGRAMME

CASCADE stands for:

- Creativity
- Action
- Service
- Community
- Awareness
- Discovery
- Exploration

The Middle School community at ISL believes that Grades 6 through 8 is a time for young adolescents to explore their interests, discover hidden talents and develop awareness of the world. The CASCADE programme is an integral part of the Middle School experience as it actively engages students in challenging, high interest, enjoyable and relevant experiences that allow them to connect school learning with their daily lives. The programme is made up of essential and elective elements. All students take part in the essential elements and may choose from various exploratory activities. Together, these experiences add to the healthy, holistic development of young adolescents by encouraging and maintaining physical, cognitive, and socio-emotional growth.

Through the CASCADE programme, students will:

- participate in a balance of essential and elective courses
- discover opportunities for making contributions to society
- have opportunities to make authentic personal choices from a broad spectrum of courses
- be encouraged to participate in activities that foster team building and leadership skills
- engage in activities designed to foster greater self-awareness and personal identity

Due to annual staffing and scheduling considerations, the combination of essential and elective elements can change. To illustrate the variety of things covered, here is a list of some of the activities available in previous years:
RATIONALE FOR CAS AND COMMUNITY SERVICE ACTIVITY PERIOD IN THE HIGH SCHOOL

The High School CAS and Community Service Activity period is compulsory for all students in Grades 9, 10 and 11. It is designed to support the aims of the ISL Student Profile, exposing students to a wide range of extra-curricular challenges and projects which enable them to be:

- Effective communicators
- Pro-active in a wide range of situations
- Creative and innovative
- Responsible for their own learning and well-being
- Contributors to the world

Students in Grades 11 and 12 may use the activity period to help fulfil their CAS requirements for the IB programme. Students in Grades 9 and 10 may choose a community service activity which assists them in fulfilling their community service hours. A wide range of activities is offered which includes opportunity for service within and beyond the school community, as well as creative ventures.

UPPER SCHOOL ADVISORY PROGRAMME

The Purpose of Advisory*

The purpose of the Advisory System is to:
1. Promote a sense of student belonging and community within the school.
2. Help students in developing their self-understanding and cultural identity.
3. Advise students about finding ways to achieve success within the academic and extra-curricular options provided by the school.
4. Assist students in developing effective inter-personal relationships.
5. Develop students’ awareness of global issues and their sense of responsibility as global citizens.
6. Expand students’ knowledge and awareness of future education and career options.

*Advisory refers to both Middle School Home Room Advisory groups and High School Advisory groups

The Advisor and the Advisory Group

Each student in Grades 6-12 is assigned to an Advisory Group that is managed by a Faculty Advisor. The Advisor is an adult mentor who gets to know his/her students, listens to their concerns and provides guidance and support as needed.

Advisory groups meet twice a cycle in the Middle School and once per cycle in the High School. They follow a programme of designated Advisory activities that guide students through themes, activities and issues relevant to the grade level group. This programme is coordinated by Grade Level Advisory Leaders and the Dean of Students. It is based around three dimensions:
• Developing social skills and forming personal identity
• Organisational/academic skills and careers education
• Global issues and community service

The Advisor also participates with their advisees in school community events and special occasions in the life of the school.

STANDARDS OF CONDUCT

The school expects students to conduct themselves at all times in a manner which brings credit to themselves, their families and the school. School rules are intended to clarify what the school expects of students while they are in attendance at the school, so that there can be no question or misunderstanding.

The school expects every student:

• to come to school prepared to work
• to complete his/her homework assignments to the best of his/her ability
• to demonstrate a proper respect for his/her teachers and other members of the school staff
• to respect school property and property belonging to others
• to be attentive in class and responsive to the directions of his/her teacher
• to be honest and trustworthy and to tell the truth
• to respect the rights, beliefs and attitudes of his/her peers and of all other students in school
• to be regular and punctual in attendance
• to resolve conflicts non-aggressively
• to keep displays of mutual affection at school within the boundaries of good taste.

The administration and professional staff of the school are empowered to establish reasonable regulations respecting pupil conduct and provide consequences for those who fail to conform to these standards of conduct.

DRESS CODE

Students are expected to dress in an appropriate manner. Baseball caps and hats should not be worn inside the school building. Dress and footwear should be practical and sensible for the school day. Underwear should not be visible and there should be no gap visible between a student's top and their trousers, skirt or shorts. Skirts and shorts must be at least mid-thigh length. Tops may be sleeveless but not backless, off the shoulder or low at the front. Slogans on tops should not include offensive, inappropriate or foul language.

STUDENT CONDUCT

The school believes that the environment most conducive to learning and growth is one where all students feel confident, secure and safe. The school has devised certain rules and regulations to ensure that this environment is maintained. Students are expected to respect the feelings, rights and property of all members of the school community and to uphold a high standard of personal behaviour. The following are examples of inappropriate conduct and are subject to disciplinary action:
1. showing disrespect or discourtesy to teachers and other members of the school staff, including failure to follow their directions or instructions
2. bullying or harassing other students (see Sexual Harassment below)
3. theft of property belonging to others
4. cheating or plagiarism (see Academic Honesty below)
5. deliberately lying
6. wanton defacement or destruction of school property, or property belonging to others
7. conduct which disrupts the classroom and prevents learning from taking place
8. persistent failure of students to apply themselves to their studies
9. leaving school grounds without permission while school is in session, or cutting classes
10. endangering the safety of others
11. use of foul, abusive, or profane language
12. starting, provoking or participating in fights
13. in-line skating (Rollerblades) or skate-boarding on the school campus
14. chewing gum
15. possession and/or smoking of cigarettes, tobacco or other harmful substances or objects on school grounds or while attending school functions

In particular, the school takes a firm position with respect to alcohol and illegal drugs:

It is prohibited for a student to be in possession of, or under the influence of alcoholic beverages while on the school premises, or off campus during the normal school day, or at any school-sponsored activity. If a student breaks this regulation, he or she will be suspended. A second violation is subject to expulsion (please refer to Student Discipline Policy page 7).

The school believes that the use of illegal drugs presents grave potential dangers to the individual and to the school community. It is prohibited that a student be in the possession of, under the influence of, or in any way involved in the traffic or usage of illegal drugs while on the school premises, or off campus during the normal school day, or at any school-sponsored activity. If a student breaks this regulation, he or she may expect to be expelled.

**DISCIPLINARY ACTION**

Teachers may impose various penalties for the infraction of the school rules. Students who break major school rules, or who persist in violating other school rules, may be sent to the Principal. The student should either be accompanied or the appropriate form should be completed and sent with the student.

When a student is sent to the Principal, the Principal may, at his/her discretion, take one or more of the following actions:

a) reprimand a student
b) assign detention
c) assign minor punishment
d) notify the student's parents
e) suspend the student pending a conference with parents
f) refer the matter to the Director.

If a student is suspended from school, he or she will be expected to complete all work missed.
STUDENT DISCIPLINE POLICY

Disciplinary measures are as follows:

Conference

The teacher, counsellor or Principal will confer with the student. The parents may be conferred with in person or by phone. A student may be required to complete a Behaviour Management Plan that will require a parent signature.

As a result of the conferencing process, one or more of the following consequences may be imposed as a result of a student’s inappropriate behaviour.

Detention of student

Detention shall mean a disciplinary measure which requires a student to remain in a designated and supervised area of the school for a specified period of time. Students may be assigned to work detail during a detention. Detention may be assigned by a teacher or an administrator and a record shall be maintained.

Detention may result from inappropriate behaviour in school such as classroom misbehaviour and persistent tardiness, or as a result of damaging or defacing school property, and may be imposed by the faculty or administration. When possible, parents will be notified at least one day prior to the detention.

Suspension of student

Behaviour judged by the administration to deviate from accepted standards, consistently or in a single more serious incident, will lead to suspension by the Principal for a period of one to five days. Consistent unacceptable behaviour or serious infringements of the rights, safety or welfare of others may result in suspension. The Director and the parents will be advised of the circumstances and action to be taken. A suspended student may not return to school until a conference is held between the administration and the student, parent(s) or guardian. A student shall be referred to the student counsellor on returning to school. Work missed during suspensions must be made up. A student returning from suspension may be required to sign a student behaviour contract. A record shall be maintained on the student files.

If a student is suspended from school, he or she will be expected to complete all work missed.

Disciplinary Probation

A student shall be placed on Disciplinary Probation as a consequence of behaviour judged sufficiently serious that repeated similar behaviour will result in automatic recommendation for expulsion. The Director shall instigate Disciplinary Probation after consultation and in conjunction with the respective Principal. A formal written contract between the school, parents and student may be required which specifies expectations and consequences of behaviours. A record shall be maintained on the student files.

Expulsion of student

Very serious and/or chronic offences may lead to expulsion, resulting in a student being removed from the school rolls. (Ref. Enrolment and Discipline Committee).
A student can expect to be expelled in the following cases:

a) A student is found to be in possession of, using or selling prohibited or potentially harmful substances.
b) A student commits an offence in relation to firearms or dangerous weapons.
c) A student commits a serious offence in relation to theft or property damage.
d) A student’s actions and attitude demonstrate that his or her presence in the school has been or may be detrimental to the safety and well-being of others.
e) A student repeatedly engages in serious breaches of discipline.

The following disciplinary measures may be included within the five consequences stated above:

**Counselling Referral**

The school may require professional counselling and/or diagnostic evaluation as a requirement for continued enrolment. The results of any testing and/or professional recommendations for school action would also be required.

**Police Referral**

ISL may report a student who breaks the laws of Luxembourg while on campus or on any school-related activity off campus to the police.

**Financial Reimbursement**

A student and parents may be required to reimburse individuals or ISL for damage to or destruction of property.

**ENROLMENT AND DISCIPLINE COMMITTEE**

The function of the Enrolment and Discipline Committee shall be to consider the circumstances and appropriate consequences for serious breaches of student discipline which may lead to expulsion.

**The membership of the Committee shall include:**

School Director - Chair  
School Principals  
Teacher Advocate (Classroom teacher or Advisor or Chair’s nominee)

The Student Counsellor for the relevant school section may be called upon as a resource.

If the suspension is the first stage of possible expulsion procedures, the Enrolment and Discipline Committee shall meet as a matter of urgency, normally within two working days to consider the case.

In considering a case, the Enrolment and Discipline Committee shall have access to information relating to the student’s previous behaviour and academic performance, together with parent input.

The final decision in the case of expulsion is taken by the Director based upon the advice of the Committee members.

The decision shall be communicated immediately to the student’s parents.
The Board Chair shall be notified immediately when expulsion is applied.

If expulsion is not instigated the committee shall consider consequences which may include:
- Extended suspension (ie. exceeding five days)
- Community service
- Loss of privileges
- Counselling
- Special programme
- Disciplinary Probation

Clear details relating to the student’s behaviour and the applied consequences shall be maintained on student files.

A police report may be required in certain circumstances.

Counselling referral may be required.

**Appeal**

The parents will be advised of their right to appeal to the School Board against the process leading to a decision to expel the student. Any appeal may only be based upon the process followed and must be lodged within five working days after receipt of notification. On receipt of an appeal the Board shall meet as soon as practicable to consider its decision. The Board shall consider the appeal in the light of all information presented and notify the student’s parents of its decision as soon as possible.

If, after expulsion procedures have commenced, the parents elect to withdraw the student from the school, expulsion procedures may cease. Once expelled, a student may not seek re-admission to ISL for a period of at least twelve months, or less at the discretion of the Director.

Consideration for re-admission would be given on the basis of Disciplinary Probation, taking into account the student’s personal and academic record during the period of absence from the school.

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**ISL Child Protection Procedures**

**Our mission is to provide an outstanding education in a caring international environment, inspiring all our students to reach their true potential and to act as responsible participants in a global society.**

**Child Protection Policy Statement**

ISL recognises that every child has the right to a safe and secure environment and that every child should be given the opportunity to develop physically, mentally and socially in a healthy manner. While it is not ISL's responsibility to monitor the conditions under which children live, the school follows its legal obligation to inform the appropriate authorities where there is

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1 ISL Policy Manual – section 9
suspicion of abuse. The school recognises that abusive behaviour may be physical, sexual, emotional, psychological or that of child neglect.

**Child Protection Rationale**

The abuse and neglect of children are of growing concern in schools throughout the world. Child abuse and neglect are obstacles to the child’s education as well as their physical, emotional, and social development, and more fundamentally they violate the child’s human rights.

ISL recognises its role in the recognition and response to the abuse or neglect of the children in its care, and its responsibility to protect and safeguard the welfare of these children at all times. The interests and welfare of children are the prime considerations in any response to suspected cases of abuse or neglect, and ISL will act to ensure that all children are treated with respect and dignity at all times in its response.

This Child Protection Policy has been developed within the context of:

- Luxembourg child protection law
- International law
- The United Nations Convention on the Rights of the Child

In particular, two key articles in the Convention on the Rights of the Child are:

- **Article 19 - Protection from all forms of violence:** Children have the right to be protected from being hurt or mistreated physically or mentally. Governments should ensure that children are properly cared for and shall protect them from violence, abuse, neglect by parents, or anyone else who looks after them.

- **Article 34 - Sexual exploitation:** Governments should protect children from all forms of sexual exploitation and abuse, including prostitution and involvement in pornography.

**Principal Components of the Child Protection Policy**

- ISL shall provide and maintain an environment in which students feel safe and secure and in which each student can identify adults within the school community whom they can approach if they are worried or are in difficulty.

- ISL shall develop and promote appropriate curriculum activities and opportunities which equip students with the skills they need to stay safe from abuse or neglect.

- ISL shall respond promptly, proportionately and with due care and respect for the needs of the child, and their family as appropriate, to concerns of potential abuse or neglect expressed by the child, its peers, staff or members of the ISL community.

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response may extend to the engagement of appropriate national and international authorities.

- ISL shall ensure that faculty and staff have the appropriate skills to recognise and respond to concerns raised in cases of potential abuse or neglect with due regard to immediate and ongoing needs of the child, and their family as appropriate. ISL shall communicate sensitively and appropriately with parents and the broader school community child protection issues and the responsibilities of adults in providing a safe and supportive environment in which children may grow and develop.

- Mandate that policy applies to all students, staff, volunteers, contractors and visitors to The International School of Luxembourg

**Definitions of Child Abuse or Neglect**

According to the World Health Organisation ‘Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health, development or dignity. Within this broad definition, five subtypes can be distinguished – physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation.’

A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting; children may be abused by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem. Most child abuse is inflicted by someone the child knows, respects or trusts. Abuse may be in person or online. Corporal punishment is against the law in Luxembourg.

International school communities have unique characteristics of which school personnel must be aware in terms of the individuals who are around our children physically and online. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimisation they might have experienced.

- ISL community. This response may extend to the engagement of appropriate national and international authorities.

- ISL shall ensure that faculty and staff have the appropriate skills to recognise and respond to concerns raised in cases of potential abuse or neglect with due regard to immediate and ongoing needs of the child, and their family as appropriate. ISL shall communicate sensitively and appropriately with parents and the broader school community child protection issues and the responsibilities of adults in providing a safe and supportive environment in which children may grow and develop.

- Mandate that policy applies to all students, staff, volunteers, contractors and visitors to The International School of Luxembourg

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5 World Health Organisation http://www.who.int/topics/child_abuse/en/
6 Adapted from the AISA Child Protection Handbook
7 http://www.endcorporalpunishment.org/pages/pdfs/states-reports/Luxembourg.pdf
SEXUAL HARASSMENT

The school does not condone and will not tolerate sexual harassment of any kind. All members of the school community must refrain from offensive or inappropriate sexual behaviour at school and at school related functions off-campus and are responsible for assuring that the school is free from sexual harassment at all times. Complaints of sexual harassment will be promptly and thoroughly investigated according to the established procedure. No one who files a valid complaint will be subject to reprisal or retaliation for doing so.

Employees or students who are the object of or who witness conduct that might constitute sexual harassment are encouraged to confront the harasser and clearly state that the behaviour is offensive and should stop. In many cases, this may be sufficient to stop the offensive behaviour. Employees and students may use their own judgement whether or not to confront the harasser prior to making a complaint.

Any employee or student who has a complaint of sexual harassment by anyone in the ISL school community, including faculty, students, administrators, co-workers or visitors, should immediately bring the problem to the attention of the school Director, one of the school Principals or a member of the ISL Board of Governors.

In addition, any employee or student who becomes aware of conduct constituting sexual harassment is responsible for reporting the problem to the school Director, one of the school’s Principals or a member of the ISL Board of Governors, even if no formal complaint is made to them.

UPPER SCHOOL STUDENT ANTI-BULLYING POLICY

Statement of Intent

The International School of Luxembourg believes that the environment most conducive to learning and growth is one where all students feel confident, secure and safe. The school has devised certain rules and regulations to ensure that this environment is maintained. Students are expected to respect the feelings, rights and property of all members of the school community and to uphold a high standard of personal behaviour. Bullying of any kind is unacceptable at ISL. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who witnesses bullying or knows it is happening is expected to tell a teacher or other adult.

What is Bullying?

Bullying or victimization is when a person is exposed, repeatedly and over time, to negative actions on the part of one or more other students. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another- basically what is implied in the definition of aggressive behaviour. Negative actions can be carried out by physical contact, by words, or in other ways, such as making faces or obscene gestures or an intentional exclusion from a group (Olweus, 1994).

Bullying can be but is not limited to:

- Emotional excluding, teasing, tormenting, picking on a person, using threatening gestures
- Physical pushing, kicking, hitting, punching, or any use of violence
- Racial/Cultural racial taunts, graffiti, gestures, culturally insensitive comments
- Sexual unwanted physical contact or sexually suggestive or abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours
- Cyber Email and internet chat room misuse Threatening text messages and phone calls Misuse of associated technology, such as cameras, camera phones and audio/video facilities. (The school's Informational Technology Acceptable Use Policy clearly states the purpose of IT at ISL for supporting and extending the educational process, engaging in collaborative work and obtaining, creating and disseminating information).

**Why is it Important to Respond to Bullying?**

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Bystanders are responsible for reporting bullying behaviour.
- Those who bully need to learn different ways of behaving.
- Bullying can result in long-term psychological harm that affects both students and their families.
- ISL responds promptly and effectively to issues of bullying.

**Objectives of the ISL Anti-Bullying Policy**

- Bullying will not be tolerated.
- As a school we take bullying seriously. All members of the ISL community should be assured that they will be supported when bullying is reported.
- All members of the ISL community know the school policy on bullying and what to do when it arises or is reported.

**Procedures**

- Students should report bullying incidents to a teacher or trusted individual.
- All cases of bullying must be reported to the Principal's Office and recorded.
- In serious cases parents are informed and are asked to come in to meet with the Principal and Student support team.
- Bullying behaviour or threats of bullying are investigated and stopped as quickly as possible.
- Attempts will be made to help all concerned to change their behaviour.
- Support will be provided for the victim.
- If necessary and appropriate, the police will be notified.
Outcomes

- If possible, students will be reconciled.
- Consequences may include suspension or referral to the Director for withdrawal from the school.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

GRADE 11

Students in grade 11 may come in when their first class of the day begins and leave the school campus after their last class of the day. They must sign out before leaving. They must be in school for all other periods of the day. However, this will only be permitted with parental consent. This privilege will be withdrawn from any students deliberately missing classes.

GRADE 12

Students in grade 12 have open campus privileges but may only leave the school campus during the day with written parental consent. They must sign out and back in on their return on a sheet posted by the school office. This privilege will be withdrawn from any students deliberately missing classes. Grade 12 may be asked to participate in some school duties from time to time.

Grade 12 students will have IB and final examinations during the last week of April and during the month of May. They will not have to attend school after their session of examinations are over.

Classes for grade 12 will end on April 05 to allow the students time for study leave before the exams begin. Students are expected to attend school and be in all classes prior to April 05 for revision.

ACADEMIC HONESTY

Cheating and Plagiarism

Teachers expect that the work submitted by a student represents the student’s own effort. Cheating or plagiarism takes place when a student turns in the work of another while presenting it as his or her own. Copying or sharing tests or assignments both in and out of class constitutes cheating and will result in no grade being awarded for the assignment. A student plagiarises when he or she submits work as his or her own which is taken from other sources. Students must cite all sources, including the internet and other texts, without attribution. Students at ISL are taught to use the MLA internet link format for citation. As with cheating, plagiarism is a serious breach of honesty and the paper will not receive a grade. After a first offence, parents will be informed and repeated offences will result in suspension and academic probation. Students will be required to redo the assignment.
Plagiarism on IB papers, including World Literature, Theory of Knowledge, extended essays and internally assessed assignments may constitute failure in the entire IB diploma programme. Furthermore, many universities require schools to inform them directly if an applicant is found guilty of cheating or plagiarism, even if this occurs after an offer has been made. The reporting of such an incident will almost certainly lead to the withdrawal of such an offer from the university.

**ACADEMIC PROBATION**

Students who have earned low marks in one or more subjects during a particular term and who have performed below their perceived ability on a consistent basis may be put on academic probation. The conditions of academic probation will be set by the Principal. The school reserves the right to retain a student if it is felt that the student is not ready to be promoted to the next grade level.

If a student on academic probation fails to demonstrate an improvement in his/her application to his/her studies or in achievement, the Principal may recommend his/her withdrawal from the school. The Director shall make any final decision.

**ISL Digital Citizenship Agreement**

The International School of Luxembourg believes that the Internet and digital devices offer vast, diverse and unique resources to students, parents, faculty and staff. Our goal in providing Internet access and digital devices to students is to promote educational excellence by facilitating innovation, communication and collaboration. We expect all users to act with integrity. In order to meet our goal, users are expected to abide by and model this accepted Digital Citizenship Agreement, (which is in accordance with Luxembourg law). This includes but is not limited to:

1. **RESPECT Yourself.** I will show respect for myself through my actions. I will select online names that are appropriate. I will not use obscene or offensive language. I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post.

2. **RESPECT Others.** I will show respect to others. I will not use electronic media to harass, bully, or stalk other people. I will show respect for other people and myself in my choice of websites, I will not visit sites that are degrading to others, pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other people's private spaces or areas.

3. **RESPECT for Property.** I will respect the property of others including school IT property such as networks, hardware, software, or other users’ files and data. This includes, but is not limited to, the use of malicious software.

4. **RESPECT Intellectual Property.** I will respect the intellectual property of others. I will cite any and all use of websites, books and other media appropriately. I will only use software and media others produce with their permission. I will use free and open source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media and refrain from distributing these in a manner that violates their licenses.

5. **PROTECT Yourself.** I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a
schedule of my activities. I will report any abusive or inappropriate behaviour directed at me. I will protect passwords, accounts and resources.

6. **PROTECT Others.** I will protect others by reporting abusive behaviour and by not forwarding or supporting inappropriate materials or communications.

Failure to abide by the school's Digital Citizenship Agreement may result in one or more of the following:
- Disciplinary action by the section Principal and/or Director of the School.
- The notification to the appropriate legal authorities for prosecution, if required.
- Responsibility for damages to all IT equipment, networks, and hardware or software systems resulting from deliberate or wilful acts of vandalism.

Supervision and Monitoring. In accordance with the provisions of the amended law of 2 August 2002 on the protection of persons with regard to the processing of personal data, the school, as data controller, hereby informs you that the school monitors the use of information technology resources to help ensure network security and compliance with this Digital Citizenship Agreement. The school reserves the right to examine, use and disclose any data found on the school's networks in order to assure the health, safety, or security of any student, employee or other person, or to protect property. They may also use this information in disciplinary actions and will furnish evidence of crime to law enforcement officials.

By accepting the present Digital Citizenship Agreement, the students and/or his/her parent/legal guardian consent to the supervision and monitoring of the student's use of information technology resources as described above. By signing the present document, the student and their parent or legal guardian accept that the student will abide by the terms thereof and support the Digital Citizenship Agreement.

*This document was adapted from the Digital Citizenship AUA located at [http://edoridami.wikispaces.com/Digital+Citizen+AUA](http://edoridami.wikispaces.com/Digital+Citizen+AUA) from the DCA Agreement developed by the International School of Prague and is licensed by International School of Luxembourg under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. To view a copy of this license, visit [http://creativecommons.org/licenses/by-nc-sa/3.0/](http://creativecommons.org/licenses/by-nc-sa/3.0/)*

**Publication of Photos and Videos by the School**

*Introduction*

Photos and video are important media that significantly enhance communication about our school's programmes and activities to the ISL community, prospective families, alumni, and the general public. For this reason, the school uses such media on its website, in its print publications, press releases, and articles for external publications. Furthermore, photos and video are also created for educational purposes by students and teachers and play an important role in the instructional programme.

As members of the ISL community students, parents and staff may be filmed or photographed. These images may be used for both educational and promotional purposes. We are conscious and respectful of the privacy of all ISL community members and therefore the publication of these images takes place under the following conditions:
Public

Publications destined for the general public, including the ISL public website, school publications, press releases and articles:

Individuals will not be identified by name in photos or video clips without prior agreement. Upper School students who take part in school productions such as plays, concerts or other events that are open to the general public and which are publicized outside the school may be identified by name in photos or video clips that are published by the school.

ISL Community

Publications destined for the ISL community, including the password protected ISL Community Portal, school yearbook and school newspaper:

Students, staff and parents may be identified by name in images found in publications such as the ISL Yearbook, school newspaper or other in-house documents.

On the password protected ISL Community Portal, individuals may be identifiable by name, as has been the case since 2000. Teachers use the ISL Community Portal for educational purposes both as a direct teaching tool and as a means to disseminate information to students, parents and colleagues. Images and video clips that appear on these pages may identify students either directly or indirectly depending on their context. These pages are password protected and only available to members of the ISL community.

Please contact the Communications Office if you have specific concerns about your child’s photo being published.

Communication from ISL

ISL Website ([http://www.islux.lu](http://www.islux.lu))

No login required

The schools website showcases ISL to prospective parents and teachers and to the general public.

Quicklinks to
- Community Portal
- Student Information System (INSIS)
- School Life Account (Moneweb)

Information on
- Admission
- Employment Opportunities
- General Topics

ISL Community Portal ([http://www.islux.lu/community/](http://www.islux.lu/community/))

Common login for all users: Username = islux, Password = letmein
The password protected ISL Community Portal provides parents and staff all relevant general information and resources, such as

- School calendar with all upcoming events
- Messages from the Director, the Lower School and Upper School Principals
- ISL staff directory
- Important announcements
- News from the Lower and Upper School
- Sport, Art and ICT specifics
- Lunch Menu
- Extra-curricular activities information and specifics

**Student Information System (INSIS)** ([http://isis.islux.lu/family/](http://isis.islux.lu/family/))

Every parent receives a unique username and password from the Admissions office.

Please email insis-support@islux.lu if you have trouble logging in.

Once you are able to log on to INSIS, please click on each family member and ensure that all of your contact information is complete and correct. Make any changes necessary by clicking the “Request Data Change” button.

INSIS provides the possibility to

- Update your contact information
- Track student attendance
- View report cards
- View specific class schedules for children
- Sign up for Fall, Winter, Sports Programmes

**School Life Account (Moneweb)**

Access via Quicklinks on public website or link on Community Portal

Unique password for every child attending ISL sent from the Business Office

Please email businessoffice2@islux.lu if you have trouble logging in.

Complete details regarding debits for accumulated school charges including:

- Travel fees
- Instrumental rental
- Lost books
- Lunch orders
- Other non-tuition expenses

**ISL Highlights Newsletter**

All ISL parents receive the *ISL Highlights Newsletter* every week via your email account.

Please make sure that the school has your up-to-date email address. You can update your profile at the Student Information System INSIS.

ISL Highlights provides
- Up-to-date events list for the upcoming week
- Invitations to all school events
- Messages from the Director, Principals, Board of Governors, Sports Department and PTO
- Links to news items that have been posted on the public website and on the Community Portal within the week

**ISL Facebook Page** ([www.facebook.com/islux](http://www.facebook.com/islux))

The Facebook page aims to reflect daily life at ISL. There you will find timely documentation such as posts and pictures. It is also a great way to engage with the school by liking, sharing or commenting on posts.

**Emergency SMS system**

On rare occasions, the school may need to contact parents in a direct and immediate manner due to unforeseen circumstances, such as an emergency school closure. The mobile phone numbers that parents provide in the Student Information System INSIS are used by the SMS system to deliver emergency messages. Please be sure that the school always has your up-to-date contact information, especially mobile telephone numbers and email addresses.
GENERAL INFORMATION FOR PARENTS AND STUDENTS

ISL Parent Partnership Charter

Our Mission

To provide an outstanding education in a caring international environment, inspiring all our students to reach their true potential and to act as responsible participants in a global society.

Our Philosophy

The International School of Luxembourg believes it is vital that we teach children the knowledge and skills they need to function successfully within both the community of our school and the multilingual, multicultural societies in which we live. It is also essential that we provide our students with the opportunity and motivate them to develop skills to become lifelong learners, enabling them to take responsibility for their own learning and wellbeing. The school considers the following attributes to be of great importance:

• Inquiry
• Critical thinking
• Communication
• Open-mindedness
• Risk-taking
• Creativity
• Reflection

We believe it is equally important that the school together with the family and the wider community foster responsible attitudes and desirable behaviour, enabling students to act with integrity and to take responsibility for their actions.

We have a duty to set world-recognised standards of achievement and to enable students to meet these standards. We believe that instruction should be differentiated to equably support those students capable of exceeding the standards and students who have difficulty in achieving them.

We recognise the importance of intellectual, physical and emotional balance by providing a diversity of sporting, recreational and creative activities.

We do not tolerate any form of discrimination. We believe, moreover, that the school must offer an environment where children of different nationalities, cultures, backgrounds and beliefs can learn to know, understand, and respect each other.
What you can expect from us at ISL

• A school in which the education and wellbeing of our students are our prime focus
• A broad and rigorous academic curriculum and a comprehensive extra-curricular programme aimed at developing the whole student
• Regular reporting to ensure that parents are fully informed about student progress
• Support and advice to enable parents to support their son’s/daughter’s education
• Comprehensive counselling to support students with course selection and post school preparation
• Staff expertise and talents applied with enthusiasm and confidence
• Professionals with high expectations of ourselves, our students, our colleagues, our environment and our community
• An organisation modelling lifelong learning and continuous improvement
• A safe and orderly learning environment with high standards of behaviour
• Respect for others and an expectation of the same in return
• Open and courteous communication
• Decisive action with students who do not adhere to school rules and expectations
• A school free of harmful and illegal drug possession, selling, purchase or consumption. Any student contravening these rules can expect to be expelled
• Access to a range of technologies and an IT network with protocols and rules to protect your son/daughter as far as possible from inappropriate materials

Our Expectations of Parents in the ISL Learning Partnership

• Familiarise yourself with the information in the ISL Parent Handbooks (Lower School Handbook / Upper School Handbook) and assist your son/daughter and the school by supporting the philosophy and following the procedures within it
• Accept and support the school’s programmes and pedagogy
• Access our website (www.islux.lu) to become familiar with details of our curriculum and day-to-day operations and to stay abreast of current news and events
• Make it a priority to attend information presentations including IB, IGCSE, university briefings, Back to School Nights and Parent –Teacher Conferences and workshops
• Ensure that your son/daughter understands the standards of behaviour outlined in ISL policy and actively provide him/her with all the necessary support to comply with the latter standards
• Be aware of your son’s/daughter’s internet activity and that he / she understands the seriousness of accessing or downloading inappropriate materials from the school’s computer facilities
• Show a particular interest in your son’s/daughter’s development by asking regularly
about their work in all subjects they are studying

- Support your son/daughter by attending school events, including music and drama performances, sports fixtures, parent awareness seminars, curriculum meetings and events, such as Soirée Française, the Science Fair; PTO and community occasions such as the Mayfest or the September Welcome Back Festival
- Make it a priority to support school-organised fundraising programs and events
- Encourage exemplary attendance and punctuality and ensure that family holidays are not taken during term time
- Communicate with us openly and respectfully and be sure to report any concerns about your son’s/daughter’s well-being
- Provide a routine and a suitable environment for homework to be completed on time
- Respect the ISL traffic and parking procedures and be considerate of other drivers. In particular do not leave your vehicle in drop-off zones or stop in marked entrances or exits
- Encourage your son/daughter to utilise bus services to travel to and from school in order to reduce traffic congestion on campus and the danger of vehicles moving in the vicinity of students
- Inform the school of any change of address, email details or personal circumstances
PARENT RESPONSIBILITIES

Responsibilities:

The school has many visitors during the day, in particular parents. The security guard endeavours to know parents by sight; but, the school may require them to identify themselves under some circumstances. Parents are required to sign-in at the security desk (stating the reason for their visit) and then wait in reception until collected by the appropriate staff member. At no time during the school day should parents enter a classroom without prior arrangement with the teacher.

Persons who make deliveries to the school must be identified by the security guard or the receptionist when they arrive. Normally, they are not required to wear a visitor's badge unless they are to proceed beyond the reception area. Workmen or technicians are required to check with the security guard and to collect visitor badges from the receptionist.

The security guard and receptionist will screen all other visitors. No such visitor may proceed beyond the reception area unless he or she has been cleared and given a visitor’s badge.

All staff members are asked to stop strangers who are not wearing visitor's badges and inquire as to their business in the building. If in doubt, the staff member should either escort the visitor to the reception area or call reception (Extension 4112) or the security desk (Extension 4314) immediately.

All staff members are issued with a personal access/ID card, which must be worn at all times.

While on the school premises, parents are responsible for their ISL-enrolled children before and after they are released to the school's care. Parents are responsible for their children not enrolled at ISL at all times while on school premises. Parents and other adults should review all safety and security information provided by the school. It is imperative that they provide the school with up-to-date contact information and medical histories on their children.

It is essential that parents inform the school when their child is staying home from school for any reason. Parents must inform the school when both parents will be away from Luxembourg, and must designate who is “in loco parentis” with full contact details.

The school is used for many hours outside normal school hours when an Administrator-in-Charge may not be present and when there are few staff members available. All persons in the building during such time must respect the evacuation alarm or any instructions that are offered over the intercom. Adults organising activities at ISL and using ISL facilities must keep a record of all students and other adults taking part in activities and be prepared to check attendance using this record in case of an evacuation of the building.

Emergency Precautions

1. The supervision of children attending activities outside normal school hours is the responsibility of the person or people organising the activity.

2. External group organisers must maintain the names of those attending the activity. Such a list can be used to ensure all are accounted for in the event the building is evacuated. This list is obligatory for school-sponsored activities.

3. Group members should be formally reminded of the evacuation procedures prior to the commencement of the activity. Evacuation procedures are posted in all rooms of the building.

4. All exit doors and corridors must be left unobstructed.

5. In the event of an evacuation, the person in charge is responsible for ensuring that all members of the group have left the building.
6. The fire alarm is connected directly to the Forum between 18:00h and 07:00h Monday - Friday and twenty-four hours a day on Saturdays, Sundays, public holidays and school holidays.

7. The Campus Security will also be called automatically.

8. Groups should not try to re-enter the facility until Campus Security, the fire brigade or a school official has inspected the building and pronounced it safe to do so.

**During an Emergency:**

Parents and other adults must understand that foremost in the minds of school administrators and staff, especially in the event of an emergency, is the safety of the children. It will be important for parents and other adults to remain calm and cooperative if on school campus or patient and alert if off campus until the school is able to communicate information and possible directives to them. It is highly likely that the school switchboard will be congested. Therefore, the school is likely to use the emergency SMS system, email, the school website, even public radio (RTL FM 88.9 or 92.5, Radio Aracity FM 103.30) to instruct parents.

In case of a nuclear accident, parents should not try to come to school to get their children. The building will be sealed off and the children and staff will be in the basement area.

Procedures are also in place in case of an event of a lockdown.

**After an Emergency:**

In the event of a short-term evacuation, the Administrator-in-Charge will determine when it is safe for staff and students to return to school. If the school remains closed and staff and students are sent home, the Administrator-in-Charge will keep parents informed via the emergency SMS system, email, the school website or public radio (RTL FM 88.9 or 92.5, Radio Aracity FM 103.30). The school has procedures in place for prolonged closure including the use of various electronic systems and e-learning.

**PARENT TEACHER ORGANISATION**

The Parent Teacher Organisation is an organisation of parents and teachers committed to supporting and enriching the life of the school, not only for students but also for their families and for the staff. The objectives of the organization are:

- To enhance communication between the parents, the teachers and the Leadership/Management Teams
- To provide informative meetings/programmes and social events for the ISL community
- To organise and oversee the Room Parent Team (i.e. Grade Level Liaison, Treasurer(s), Room Parents)
- To encourage the involvement of all PTO members
- To embrace and celebrate the cultural diversity of all PTO members
- To raise funds for the support of PTO/ISL initiatives

All parents and staff are automatically members of the PTO and are encouraged to participate in PTO activities.

The PTO sponsors and supports a number of special events and activities each year, including Welcome Coffees, Welcome Back Festival, Teacher/Staff Appreciation Luncheon and several other events.

The PTO Middle and High School Coordinators on the PTO Board act as the liaison between the Upper School Deputy Principal and Dean of Students, the Room Parent Team/PTO
Grade Level Coordinators, and the PTO Board. The PTO Middle School Coordinator will help to organise the acquaintance of room parents for grades 6 to 8. The PTO High School Coordinator will help to organize a PTO Grade Level Coordinator for grades 9 to 12. They will also set up Coffee/Information meetings for the Room Parent Teams/Grade Level Coordinators throughout the school year.

- In the Middle School, Room Parent Team members should be that friendly, welcoming face in the classroom to all parents new and old. The Room Parent Team will consist of a minimum of two and a maximum of three room parents per class.

- In the Middle School, Room Parent duties include collecting/administering class room funds, meeting with classroom teachers, reporting information on funds and activities to the PTO Middle and High School Coordinator, assisting in the organisation of the International Luncheon, finding chaperones for educational field trips, assisting in holiday celebrations to name but a few.

- In the High School, the PTO Grade Level Coordinator should be that friendly, welcoming face in each grade level to all parents new and old. The duties include assisting with the dissemination of information from the PTO/ISL to parents at the grade level, assisting in the organisation of the International Luncheon and helping with grade/school level programmes.

If you are interested in joining the PTO board or becoming a Room Parent, please contact the PTO at pto@islux.lu

**STUDENT RESPONSIBILITIES**

*Responsibilities:*

Students must understand that their safety is the primary concern of their teachers and school administrators. They should be made aware of the local situation and any possible threats to their safety and well-being. Through class discussion and activities, students should familiarise themselves with school emergency procedures.

*Students using School lifts in ISL main building*

Students with a lift pass issued by the Music department may use the lift in the main entrance after having shown the pass to security at the entrance. Music department must provide the Principals and Security with an up-to-date lift pass list. Students will not use the lifts during an emergency evacuation of the building.

*During An Emergency:*

The safety of students is the prime consideration in any emergency. Student cooperation is therefore crucial. Students will follow the directives given by their teachers or other adults. They will work towards dispelling rumour. They will share support and cooperate with all their peers.
Fire or Any General Evacuation (when school is in session)

1. If the fire alarm sounds, the building must be evacuated immediately.

2. When evacuating, the following must be observed:
   a. Teachers in charge of classes take Fire Pack (class list, checklist, red/green card).
   b. Fire Wardens take green card and go to check their assigned stations.
   c. All personal items are to be left.
   d. Windows should be closed, lights and appliances (other than computers) turned off, door closed.
   e. Use designated evacuation route. If this is unusable, take nearest safe exit.
   f. Do not use the lifts.

3. If the evacuation occurs during lunch or outdoor recess times, the following shall be done:
   a. At Recess: Staff members on duty shall end recess and ask students to line up. Students should then be escorted to the sports field meeting point.
   b. At Lunch: Staff members on duty shall ask students to stop eating, stand up and push-in their chairs and then shall escort students out of the building via the nearest emergency and up on to the sports field meeting point.

4. Quiet, orderly evacuation to sports field. Evacuation wardens must check their assigned stations within the building and then exit the building as quickly as possible.

5. Following advice from the Director of Maintenance/Maintenance staff as to the status of the emergency, if necessary, the Administrator-in-Charge will authorise a phone call to the Fire Brigade.
   The call will be made by: a) the Front office Receptionist or b) the Director of Maintenance.

6. Role will be taken for all students, staff and visitors and communicated to the Administrator-in-Charge.

7. Missing students must be reported to the appropriate Assistant or Deputy Principal.

8. Missing staff and visitors must be reported by the HR Manager to the Administrator-in-Charge.

9. The Director of Maintenance will communicate with the Forum regarding the status of the emergency.

10. Each “Evacuation Warden reports shows an “all clear” green card to the HR Manager on the playing field once they arrive on the field..

11. All personnel remain in the evacuation safe zone until:
   a. The “All Clear” has been given by the Administrator-in-Charge.
   b. Alternative instructions are issued by the Administrator-in-Charge.

* Evacuation Wardens check their assigned sector to ensure that all people have evacuated from classrooms, bathrooms, etc. Upon arrival at the sports field meeting point, evacuation wardens shall hold a green card up high to show that their sector of the building(s) is clear of people. A full list of all Evacuation wardens may be found at the back of this handbook.
Fire or Any General Evacuation (when school is NOT in session)

General Instructions:

1. When the alarm sounds all people in the building must evacuate the building(s) immediately:
   a. All people gather on the sports field
   b. Identifiable groups must gather together and take attendance
   c. People must wait for the “all clear” signal before returning to the building(s)

If ISL staff are on the premises:

1. Maintenance staff will check the source of the alarm, if they are in the buildings
2. Maintenance staff will inform the security staff on the status of the alarm and the security staff will communicate an information to the people on the field
3. In case of a false alarm
   a. Security staff will inform evacuees that they may return to the building
   b. Maintenance staff will turn off and reset the alarm system
4. If an emergency exists:
   a. Security staff will contact the fire department
   b. Security staff will inform the evacuees and check absences against the building “sign-in” sheet
   c. Maintenance staff will wait at the building entrance (if it is safe to do so) to liaise with fire authorities
5. If the building is safe, the Maintenance staff will turn off the alarm.

If the building is unattended (no ISL staff or no security staff are on the premises):

1. The security company will investigate and then turn off the alarm as soon as possible.

N.B: These procedures operate exactly as above regardless of the presence of ISL Leadership Team members on campus.

GENERAL INFORMATION

The main entrance will be opened at or slightly before 7:50am each school day. Students should not arrive before 7:50am because there is no supervision in the building before that time. However, some Band rehearsals begin at 7:30am and so students in Band may arrive at 7:25am.

On Monday, Tuesday, Thursday and Friday upper school classes begin at 8:25am and end at 3:30pm. On Wednesday, classes begin at 8:25am and end at 2:30pm. Sport practices normally end by 6:00pm but some practices may continue beyond this time, depending on the availability of the School facilities. Band & Choir will take place both before and after school and sometimes during the school day.

Unless supervised by a staff member students should not be in the Upper School building after 5:00pm on Monday to Friday, and at no time during Saturday and Sunday.

Middle and High School students must be in class, in their seats, at 8:25am. Any student not present in class at 8:25am will be marked absent.
Digital devices may be used in class with the permission of the teacher. They may not be used during assembly or school meetings. All students are required to have a pair of individual headphones for school. The volume of the music should not be such that it disturbs others and students should be aware that excessive volume can be damaging to the hearing.

Mobile phones must be switched off during class, phones ringing in class will be confiscated. Confiscated phones may be collected from the upper school office by the student’s parent.

The use of cameras on phones is not permitted in school at any time. Students are not permitted to use their electronic devices, for example, mobile phones/cameras/PDAs to capture, distribute and/or publish any sound/video or any such other media in school, either in or out of class under any circumstances at all.

The school will not take responsibility for personal property. Students are advised not to bring large sums of money or valuable personal property to school; but if they must, then they should bring it into the upper school office for safe keeping. Students must label all personal property, especially clothes.

Each student will be issued with a key for his/her locker. Students are expected to keep their lockers locked. Because each student is issued a key and a locker, the school will not assume responsibility for items reported missing. Students will be expected to pay for the replacement of lost or damaged school resources.

ATTENDANCE AND COMPLETION OF MISSED WORK

The school believes that a student with a full record of attendance will benefit most from the school's programme.

The school maintains a register of student attendance in accordance with the guidelines laid down by the Ministry of Education.

Parents who choose to take their children out of school for reasons other than illness must take full responsibility for this choice. In cases where students are taken out of school for an extended holiday, the school will not provide supplementary tuition in order to help students make up missed work. In all such cases, parents must complete the “Permission to be Absent” form found on the Community Portal (http://www.islux.lu/community). Any student in grades 6 to 12 missing more than 10% of classes in any given school year may not necessarily receive credit for a course and therefore promotion to the next grade will not be automatic. Classes missed through extended holiday will not be excused and will be counted towards the 10% of classes.

If a student is absent for more than one half day, they will be considered to be absent for the whole day. Therefore a student arriving after noon, will be considered absent for the whole day. Students must bring a note signed by a parent or guardian on the day the student returns to school. This note must state the reason for the absence and should be given to the reception/attendance office. A note from the student is not acceptable.

Absence for medical reasons for up to two consecutive school days may be excused with a note from a parent or guardian. This note must be presented to the reception/attendance office, by the student, on the first day the student returns to school or sent in using the on-line form. Frequent absences may need to be discussed with the student and/or parents.
Absence for medical reasons, longer than two consecutive school days, may only be considered excused with a note from a doctor or physician who has treated the student at some time during the period of absence. Such notes will become a permanent part of the student's record. On return to school all students must report to the nurse's office with a medical certificate and any medication required to be taken during school day.

Absence due to school-related trips (extra curricular or subject specific), will be excused as will absence due to the observance of a religious holiday or festival, school sports fixtures or musical festivals.

In all cases of absence, it is the parents’ responsibility to inform the office per email at USAttendance@islux.lu by 9:30am.

A third unexcused absence may result in disciplinary action. At least 24 hours written notice is normally required for dentist/hospital appointments. Notes should be taken to the office before 8:30am so that such absences can be notified to teachers via the daily attendance bulletin. Attendance is taken each period of the day.

The Office Co-ordinator may ring the home of any unexcused students who have not arrived by 10:00am in order to ensure the well-being of the student but not to excuse the absence. A note from parents is still required.

Situations resulting from prolonged or sudden illness, family emergency or “exceptional circumstances”, will be referred to the appropriate Principal.

In all cases of absence students will be held responsible for the work missed. Teachers will establish the due date for the completion of such work as soon as the student returns.

Frequent or deliberate failure to attend classes, without adequate reason, may lead to disciplinary probation, suspension or dismissal from the school. The school will inform parents by letter if students are repeatedly unexcused. Persistent unexcused absences may result in a student being asked to leave the school.

The above information serves to assist in ensuring the well-being of all students.

**TARDINESS**

Tardy students must report to the reception/attendance office when they arrive before going to class, so that they will not be marked absent for the day. Students are allowed only four unexcused tardies per term. Students with more than four unexcused tardies will serve a detention after school. Students with valid reasons for being tardy must bring a written note from a parent or guardian.

**EARLY DISMISSAL**

Students will be excused early from school **only** with a note from their parent or guardian. The student must bring the note to the reception/attendance office before school and then “sign out” there **before** leaving the school. They must sign in again on their return. Under no circumstances, may a student leave campus without first reporting to the reception/attendance office.
Students are expected to be on time for all classes and in their seats, ready to work, when the teacher arrives. **If the teacher does not arrive after 10 minutes, a student must report this to the office. If not, the class could incur a detention.** They are expected to bring everything they need to work with and to have prepared all homework carefully.

**SNOW DAYS**

In the unlikely event of the school being closed due to snow, families will be notified by SMS. Please ensure that your contact numbers are up to date on the Parent Portal.

**HEALTH**

For emergency first aid, or if a student feels ill, they should go to the Upper School Office and there the nurse will be contacted. **No student may go home without reporting to the reception/attendance office first.**

**TEXTBOOKS AND STATIONERY**

In general, textbooks are provided by the school. Older students sometimes choose to buy their own copies if they wish. A4 lined and squared paper or notebooks are used in the Upper School and it is recommended that students file their notes in ring binders at home, just carrying light weight plastic files or folders to school for everyday use. All students need to provide themselves with agendas, pens, pencils, coloured pencils, glue sticks, rulers, erasers, pencil sharpeners and appropriate calculators.

**Calculators for ISL Mathematics courses**

At ISL we regard it as part of our job to ensure that all students are confident and efficient users of technology. Specifically, in mathematics lessons we will be teaching students many methods of calculation which can only be performed with a calculator. In order for us to do this most effectively and efficiently, we recommend that students have calculators which work in a similar way. Therefore, we offer the following recommendations

**Middle School (grades 6-8):**

In grades 6 and 7 all students need a scientific calculator, such as or similar to the Texas Instruments TI-30 XB or a Casio FX82 (available at most major supermarkets in Luxembourg).

In grade 8 and in anticipation of the IGCSE International Maths programme and also for the IB Diploma courses and examinations, students will need to purchase a graphical display calculator. We strongly advise that students use a calculator from the Texas Instruments TI-83 or TI-84 series, one of the calculator models recommended by the International Baccalaureate Organisation (IBO). Calculator instruction in class will cater for this series. Required calculators are available at most major supermarkets in Luxembourg or through www.expansys.lu. However, this series may well be more cheaply available in other countries. Ebay and Amazon often have used calculators at lower prices.
**High School (grades 9-12):**

In grades 9 to 12, it is essential that all students have a graphical display calculator. We strongly recommend that students use a calculator from the TI-83 or TI-84 series as calculator instruction will cater for this series. In order to comply with the examination regulations of the Cambridge International Examinations board and the International Baccalaureate Organisation students must not have a model higher than a TI-84 Plus. A graphics calculator that can manipulate algebraic symbols is not permitted. Required calculators are available through www.expansys.lu, although they may be more cheaply available in other countries. Once again, Ebay and Amazon often have used calculators at lower prices.

**ONE TO WORLD BYOD LAPTOP PROGRAMME**

‘The effect of today’s technology on tomorrow’s jobs will be immense—and no country is ready for it’ (The Economist, Jan 18, 2014). There are very few professions or categories of employment that have not been affected by the ever-changing face of technology in the last twenty years. Teaching and as a consequence, education has been no exception to this revolution. The internet, online-resources, the numerous digital devices available to both teachers and students have provided schools and universities with the opportunities to change the focus of education from largely the delivery of knowledge to the development of skills which include critical thinking, analysis, creativity, problem solving and the application of knowledge to construct new and deeper understanding.

Research has helped teachers understand better how students learn and the need to use a wide variety of holistic and engaging strategies and teaching tools in the classroom. Learning is about the individual learner, how each person learns differently and how an individual can take responsibility for their own learning. Developments in technology have increased the opportunities for both teachers and students in education and have brought the need for all students to be digitally literate before they leave school and to develop the skills that will help give them the confidence to succeed in roles that may not yet exist. Much has already been written about such skills which are often referred to as 21st century learning skills.

One to World at ISL will help everyone develop:

- Global Awareness and Social Responsibility
- Collaboration and Communication
- Information, Media, Communication and Technology Literacy
- Innovative and Creativity
- Critical Thinking
- Problem Solving
- Flexibility
- Adaptability
- Self-Direction
- Life and Career Awareness Skills

The One to World programme at ISL will facilitate such skill development and support digital learning through the following:

- Develop common agreements for digital citizenship across the ISL community
• Provide greater access to authentic research and learning environments offering multiple paths to student learning and understanding
• Encourage creativity, collaboration and communication through multi-media digital technology
• Ensure equity in access to digital resources and assistive technologies
• Encourage student-centred and personalised learning through differentiation
• Increase student engagement through collaboration and self-direction
• Widen the range of classroom teaching, learning and assessment opportunities
• Prepare students as well as possible to enter an ever-changing digital world
• Platform and forum for student voice

Digital learning provides students with greater ownership of their individual educational process as global communicators, collaborators and contributors and a greater understanding that education is a dynamic and lifelong experience.

SPECIFICATIONS FOR LAPTOPS REQUIRED AT ISL

Please find specifications for the laptops used in the ISL One to World programme at http://tech.islux.lu/1-to-world-at-isl.html

CAFETERIA

There are two sittings for lunch:

Middle school students in grades 6-8 eat lunch in the cafeteria from 11:50am as instructed. Classes resume for middle school students at 12:40pm.

High School students in grades 9-12 eat their lunches in the cafeteria from 12:45pm.

Students are expected to clear up properly after themselves and to leave the place in which they have eaten tidy when they are finished. Sandwiches, salads and hot meals will be for sale in the cafeteria at lunchtime. Students may not eat or drink in the minilab areas or in the corridors. Classes resume for high school students at 13:30pm.

We have students at ISL with extreme allergies to nuts and food containing nuts or nut derivatives. These students can be affected even when they are simply in close proximity to foods containing nuts, or exposed to the breath of other students who have eaten products containing nuts. Such exposure could provoke a severe allergic reaction or ‘anaphylactic shock’. All of our staff have been made aware of this situation and have been instructed in the correct procedures regarding anaphylactic shock. All children will be told of the problem and asked not to share foods. The school food service refrains from the use of any food containing nuts or nut derivatives. Prevention of course is the best approach, therefore we request your cooperation in refraining from sending nuts and nut-based products into school with your child. This includes snacks, packed lunches, field trip snacks and birthday treats. We cannot guarantee that ISL is absolutely nut free; however we are making every effort to create a nut free/allergy aware environment.

GYMNASIUM / SOCCER FIELD

The gymnasium has a first-class floor ideally suited for basketball, volleyball and other sports. So that this floor may be kept in top condition for use by our athletic teams and
physical education classes, **no one may wear street shoes in the gymnasium and no one may bring food or drink into it.** No student may be in the gymnasium at any time, except under the supervision of a teacher or a coach.

The soccer field must only be used with supervision. No food or gum must be taken onto it.

**Notice to Parents (Sports Shoes)**

If you plan to purchase soccer shoes over the summer, please be aware that players are not allowed to wear shoes with metal studs when using our artificial playing field. All other athletic shoes are fine, including soccer shoes with moulded-plastic cleats.

**BOUNDS OF THE ISL CAMPUS**

The ISL gymnasium is the boundary of the School. Students may not go behind or beyond the gym during school hours or they will be considered **off-campus.** Other areas on the Geesseknäppchen are out of ISL bounds. All food outlets beyond the boulevard Pierre Dupong are out of bounds.

**HOMEWORK**

*Homework Guidelines*

**What is homework?**

Homework is simply a tool to extend and enhance student learning. It provides students with opportunities to consolidate their classroom learning and establish organisational habits which help them become independent lifelong learners. In assigning homework, it is also important to keep in mind that students need a balanced lifestyle with time for leisure activities, family and cultural pursuits.

Homework, if set, should be purposeful, relevant, age appropriate, differentiated and should support what has been learned in the classroom. Homework is not a replacement for classroom instruction.

**What is the purpose of homework?**

Homework may be given for the following reasons:

- Pre-learning activities
- Processing important concepts
- Practice, revision and critical reflection to improve subject mastery and long term retention
- Checking for student understanding
- Extending the curriculum
- Developing independent study habits

*Homework assignments may include:*

- Practice: assignments to support but not replace classroom instruction
- Preview: research and preparation for upcoming class work; investigating, creating, drafting, designing and collecting materials and information
• Extension: application and extension of knowledge and skills in a new or different context
• Creative: activities which integrate several skills towards the development of a response or product

**Teachers use the following guidelines when assigning homework**

• Time is provided in class to explain the homework assigned and its purpose
• Homework ideally should not be assigned for the next lesson if it occurs on the following day
• Homework is planned for the entire letter day cycle
• Homework assignments and expectations recognise and differentiate for individual student differences, achievement levels and needs
• Homework is checked regularly but not always graded numerically, descriptive feedback is always provided
• In grades 6-8, homework could be up to but generally not more than one hour per cycle per subject
• In grades 9 and 10, homework could be up to but generally not more than 90 minutes per cycle per subject
• In grades 11 and 12, the amount of time devoted to homework and independent study varies according to the student’s learning needs and individual programme of learning. While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgment as to the out-of-hours’ time they devote to their studies
• Teachers of students in grades 6-10 do not assign homework over main school holiday periods or set due dates straight after extended field trips and NECIS tournaments

**Teacher Responsibilities:**

• Develop an effective routine for managing the use of homework in the classroom, including sufficient time for students to study and prepare for trimester tests and assignments
• Ensure that the time limits for homework per cycle in grades 6-10 are adhered to
• Only set relevant homework appropriate to the content and skills being studied in class and to individual student abilities, liaising with Learning Support team when appropriate
• Set and communicate realistic time limits and due dates with established check points for longer term assignments which help students be successful
• Post longer term assignments and assessments on the Projects and Tests Calendars
• Use appropriate consequences for late work which do not affect the level of achievement awarded, i.e., not removing marks for late work
• Ensure students understand the purpose, benefits and expectations of any homework set
• Check homework regularly and provide appropriate and timely feedback to individual students
• Communicate with parents and/or Student Support Team as and when necessary if homework is not completed and determine whether additional support would be beneficial
• Collaborate with colleagues teaching the same course to ensure consistency in homework assigned

**Student Responsibilities:**

- Record homework
- Inform the teacher of any difficulty with completion of homework **before** the due date
- Ask for help from teachers if required
- Attempt any homework as and when requested and submit by due date
- Develop a weekly timetable for the completion of any homework tasks
- Communicate with teachers if time guidelines are not followed

**Parent Responsibilities:**

- Support homework procedures and contact the class teacher if difficulties arise
- Assist with time management of homework tasks as and when needed
- Provide time and an appropriate environment for the completion of homework
- Assist their child in making wise decisions in order to maintain a healthy balance between school, home and extra-curricular activities

**Leadership Responsibilities:**

- Regularly consult with Academic Council and teachers regarding the purpose and amount of homework
- Discuss the expectations regarding assessment of standards and benchmarks to ensure that teachers use a variety of formative and summative assessment strategies and provide regular descriptive feedback for students both for class work and homework
- Liaise with teachers to monitor student progress and assessment practices
- Support teachers with their homework management strategies

**Assessment Calendars**

Please note that calendars for projects and tests can be found in the Learning Management System (LMS), accessible by all Upper School students, by visiting [http://www.islux.lu/userlogin.cfm](http://www.islux.lu/userlogin.cfm). Families will be able to login with their son or daughters network credentials in order to access these calendars. All teachers are required to post all tests and long term or major project assignments to these calendars. Students are not expected to have to take more than two major tests on one day.

**BLOCK SCHEDULE**

A block schedule operates in the Middle and High School. This allows more concentrated and less fragmented learning than a conventional schedule when teachers and students can focus on each area of study and approach material in a wider variety of ways. The schedule runs on an eight day basis (days A-H) and periods are 55-60 minutes long. If a student does not have a class, he/she should go to the library or to the assigned Study period to study
independently. Students in grades 10 to 12 may also be required to work in the Upper School Commons during library periods after checking in with the librarian when the library is full.

**ASSEMBLY**

All high school students are required to attend assemblies, which may include student presentations and performances, debates, information of school wide interest, faculty presentations and guest speakers. Unexcused absences will result in disciplinary consequences. Students are required to sit in their advisory groups during assembly with their advisors.

**VISITING STUDENTS**

Students wishing to bring a visitor to school for the day must send in a written request from their parents to the school office, at least one week in advance with details of the reason for the visit and the name/age of the visitor. If permission is granted, teachers will be informed. The student must request a visitor’s badge from the reception on arrival and must be accompanied by his or her host throughout the day. Students must introduce the visitor to the teachers of the classes to be attended. Teachers may refuse the visitor to attend class if the assignment is not appropriate, such as a test or examination. At the end of the day, visitor badges must be returned to the reception. Visitors normally only visit for one day and may not just turn up on the day itself without prior permission.
The International Baccalaureate Programme at ISL

The academic year 2015/2016 will begin the twenty-first year that the International School has offered the International Baccalaureate Programme. The IB is the culminating programme offered in the final two grade levels at ISL.

With its origins in Geneva in 1962, the IB is not a new programme of studies. A group of educators led by A.D.C. Petersen, then Director of the Department of Educational Studies of the University of Oxford, promoted the idea that an international programme of studies was needed to accommodate the growing number of mobile international students who belonged more to the world than to any single country. These were students who needed a diploma that would allow them to enter a university in their country of origin or give them access to universities in other countries. The IB Diploma is recognised as meeting general entry requirements to higher education and since 1969, IB students have been accepted at well over 3000 universities in 90 different countries. This is not to say that possession of the IB Diploma will secure automatic admission to any university, but it does mean that a student with an IB Diploma will receive the same consideration for admission as a student holding the national qualification of that country in most cases.

The IB can be offered in schools and colleges, which have been individually assessed and approved by the IB Executive Committee. Currently there are over 2600 schools offering the IB Diploma Programme in 138 countries.

The International Baccalaureate Programme is a two-year, rigorous, pre-university course of studies, leading to either the IB Diploma or to separate subject certificates depending on the student’s plans for further education. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the Diploma model is based on the pattern of no single country but incorporates the best elements of many. The programme assumes that education at the upper secondary level should encompass the development of all the powers of the mind through which one interprets, modifies and enjoys the environment. Every IB student is required to become proficient in language and mathematics, to become familiar with at least one subject that exemplifies the study of scientific enquiry and to develop an acquaintance with aesthetic and moral values. The programme is available in English at the International School.

The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
Assessment of Student Work

Responsibility for all academic judgements about the quality of candidates’ work rests with more than 3000 examiners worldwide, led by chief examiners with international authority. A variety of assessment methods is used to value both the content and the process of academic achievement and to take into account different learning styles and cultural patterns. Conventional external examination techniques (essay, short answer, multiple choice, etc.) are complemented by internal assessment of coursework by the teachers responsible for evaluating students over the two year period. With classroom teachers and international examiners working in partnership, the emphasis is on ensuring that students have ample opportunity to demonstrate what they know and are able to do.

The grading system used by the International Baccalaureate Organisation (IBO) is criterion-referenced. This means that each student’s performance is measured against well-defined levels of achievement consistent from one examination session to the next. Top grades are not simply awarded « on a curve » to a certain percentage of candidates, but rather reflect attainment of knowledge and skills relative to set standards equally applied to all schools. Validity, reliability and fairness are the watchwords of the IBO’s international examining board.

Additional Required IB Diploma Activities

The programme offers three special features in addition to the traditional strengths of a liberal arts curriculum. The CAS (Creativity, Action and Service) Programme, the Theory of Knowledge course and the Extended Essay.

The CAS programme is a fundamental part of the diploma curriculum. An IB Diploma candidate must engage in CAS activities during the two years of the programme. The CAS programme takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding academic programme. Students must participate in artistic activities such as music or theatre, sports or other physical exercise and community service activities which encourage young people to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The programme for CAS must be planned and monitored by the student with the CAS Coordinator.

The Theory of Knowledge (TOK) course is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop a personal mode to thought based on analysis of evidence expressed in rational argument. The key element in the IBO’s educational philosophy, TOK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Diploma candidates are required to undertake original research and write an Extended Essay of some 4000 words in length. This project offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university.

Achievement of the IB Diploma

Each examined subject is graded on a scale of 1 (minimum score) to 7 (maximum score). The achievement of the Diploma requires students to meet defined standards and conditions including a minimum total of 24 points and the satisfactory completion of the Extended Essay,
TOK and CAS activities. The maximum score of 45 points includes three bonus points for an exceptional Extended Essay and work in TOK. All students are encouraged to engage in the full diploma programme. Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a certificate for examinations completed. The May examination session serves the majority of candidates with a smaller November session available primarily for school in the southern hemisphere. Each year 80-82% of the students who attempt the Diploma world-wide achieve it.

The Curriculum

The course is presented as six academic areas enclosing a central core. It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

The core of the hexagon

All Diploma Programme students participate in the three course requirements that make up the core of the hexagon. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme. The theory of knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas. The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent
research that will be expected at university. Creativity, activity, service (CAS) involves students in experiential learning through a range of artistic, sporting, physical and service activities.

DIPLOMA POINTS MATRIX FOR THE THEORY OF KNOWLEDGE AND THE EXTENDED ESSAY

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<th>ToK/EE</th>
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<td>E</td>
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<td>Failing condition</td>
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TOK points

Points awarded for the externally assessed component, part 1, the essay on a prescribed title (40 points), and for the internally assessed component, part 2, the presentation (20 points), are combined to give a total out of 60. The grade boundaries are then applied, to determine the band (A to E) to which the student’s performance in TOK belongs.

The band descriptors are:
- B - Work of a good standard.
- C - Work of a satisfactory standard.
- D - Work of a mediocre standard.
- E – Failing condition.

The band descriptor is used both to determine the contribution of TOK to the overall diploma score and to provide the basis for reporting to schools on each student’s TOK performance.
TOK and the extended essay

The performance of a student in both Diploma Programme requirements, theory of knowledge and the extended essay, is determined according to the quality of the work, based on the application of the IB Diploma Programme assessment criteria. It is described by one of the band descriptors A–E. Using the two performance levels and the diploma points matrix, a maximum of three diploma points can be awarded for a student’s combined performance.

A student who fails to submit a TOK essay, or who fails to make a presentation, will be awarded N for TOK, will score no points, and will not be awarded a diploma.

Performance in either theory of knowledge or the extended essay of an elementary standard (Grade E) is a failing condition for the award of the diploma.

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<td>Mediocre</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
</tr>
<tr>
<td>1</td>
<td>Very Poor (Failure at HL)</td>
</tr>
</tbody>
</table>

For further information about the IB programme, please contact the IB Coordinator on 2604 4203.

IB learner profile

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB learners strive to be:

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

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

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

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

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

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

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

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

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
IB Course Options
Class of 2017

Most IB subjects offered at ISL, (with the exception of self-taught Language A, Sports, Exercise and Health Science, and French for beginners (ab initio), can be studied at either Higher Level (240 hours of teaching), or Standard Level (150 hours of teaching). The International Baccalaureate Organisation expects all courses to be taken over a two year period.

The following courses are available at both levels unless otherwise specified. For the full IB Diploma, one subject must be taken in each of the six groups with three subjects at higher level and three at standard level. In addition to six academic subjects, students taking the full diploma must also complete the requirements of the Theory of Knowledge (TOK) and Creativity, Activity and Service (CAS) programmes and complete an Extended Essay.

<table>
<thead>
<tr>
<th>SUBJECT GROUPS</th>
<th>SUBJECTS AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1 First language</strong></td>
<td>English A: Literature or Language &amp; Literature</td>
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<tr>
<td></td>
<td>French A: Language &amp; Literature</td>
</tr>
<tr>
<td></td>
<td>German A: Language &amp; Literature</td>
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<tr>
<td></td>
<td>Self-taught A: Literature (SL only)</td>
</tr>
<tr>
<td><strong>Group 2 Second or foreign language</strong></td>
<td>English B</td>
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<tr>
<td></td>
<td>French B</td>
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<tr>
<td></td>
<td>German B</td>
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<tr>
<td></td>
<td>French ab initio (beginners) SL only</td>
</tr>
<tr>
<td><strong>Group 3 Individuals &amp; Societies</strong></td>
<td>Business &amp; Management</td>
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<tr>
<td></td>
<td>Economics</td>
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<tr>
<td></td>
<td>Geography</td>
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<td></td>
<td>History</td>
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<tr>
<td><strong>Group 4 – The sciences</strong></td>
<td>Biology</td>
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<td></td>
<td>Chemistry</td>
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<td></td>
<td>Physics</td>
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<tr>
<td></td>
<td>Sports, Exercise and Health Science SL only</td>
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<tr>
<td><strong>Group 5 – Mathematics</strong></td>
<td>Maths HL</td>
</tr>
<tr>
<td></td>
<td>Maths SL</td>
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<tr>
<td></td>
<td>Maths Studies SL</td>
</tr>
<tr>
<td><strong>Group 6 – The Arts &amp; Electives</strong></td>
<td>Film</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Theatre</td>
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<tr>
<td></td>
<td>Visual Arts</td>
</tr>
<tr>
<td></td>
<td>OR a second subject from Group 2, 3 or 4</td>
</tr>
<tr>
<td><strong>IB Core Requirements</strong></td>
<td>Extended Essay</td>
</tr>
<tr>
<td></td>
<td>Theory of Knowledge - TOK</td>
</tr>
<tr>
<td></td>
<td>Creativity, Activity &amp; Service - CAS</td>
</tr>
</tbody>
</table>

IB courses students (i.e. those not pursuing the full IB Diploma) are encouraged to engage in CAS (beyond the ISL High School requirement of fifteen hours per grade) and follow the Theory of Knowledge course (to further develop their critical thinking skills). **NB** - The final programme for each student is dependent upon:

1) Variables including: student aptitude, ability & level of the teacher support;
2) Timetabling;
3) Possible higher education options;
4) Meetings with parents and the student to discuss options.
IGCSE

Students in grades 9 and 10 prepare for IGCSE examinations in several subject areas. IGCSE is an acronym for the International General Certificate of Secondary Education. It is a study programme generally taken by students between the ages of 14-16 years. It is an internationally recognised and accepted qualification administered by Cambridge International Examinations (CIE) and is designed for students whose first language is not necessarily English. IGCSEs are taken in over 125 countries worldwide and are externally examined course of studies with consistent standards and offered in more than seventy subject areas. IGCSEs are used widely as preparation for post-16 education, including the International Baccalaureate, A Levels and US AP programmes. IGCSEs are offered at core and extended levels, making them suitable for students from a wide range of abilities. The core and extended levels determine the final grade – the core course resulting in grades C-G and the extended course in grades A*-E. IGCSEs encourage an enquiry-based approach to student learning, promoting thinking skills, intellectual curiosity and problem solving and are seen as excellent preparation for the International Baccalaureate in many areas of the curriculum.

IGCSEs are an opportunity to experience an external examination process at sixteen, requiring serious preparation rather than for the first time at the end of the two year IB Diploma programme when such examinations are absolutely critical to most students’ higher education plans. They are also extremely useful qualifications for those students who do not proceed to take the full IB Diploma programme. Students at ISL will take IGCSE examinations in subjects where the programme works well as a preparation for the IB: mathematics, both English Language and Literature, Coordinated Science and French and German (as a foreign language and at mother tongue level, depending on a student’s proficiency), Art, Music and Physical Education and Design Technology. Students do not take an IGCSE in Social Studies as our current programme already prepares our students well by exploring all of the subject areas that we offer at the IB, including Economics, History, Geography, Business and Management. ISL prefers not to limit students to taking just one subject such as History or Geography from the end of grade 8 on.

Students are generally entered for extended syllabus examinations. IGCSEs replace final examinations for all students at the end of grade 10. The examination fees are included as part of the overall school fees.

IGCSEs are taken during May and June each year over a period of between four and five weeks. ISL uses the Cambridge International Examinations Board. CIE is the acronym for Cambridge International Examinations.
<table>
<thead>
<tr>
<th>Grade 6</th>
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<tbody>
<tr>
<td>English Language A</td>
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<tr>
<td>English Language B and support</td>
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<tr>
<td>Maths</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies/French Social Studies</td>
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<tr>
<td>French Language A+B</td>
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<tr>
<td>German Language A+B</td>
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<tr>
<td>Art</td>
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<tr>
<td>Music</td>
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<tr>
<td>Theatre</td>
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<tr>
<td>Physical Education &amp; Health</td>
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<tr>
<td>CASCADE</td>
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<tr>
<th>Grade 7</th>
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<tbody>
<tr>
<td>English Language A</td>
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<tr>
<td>English Language B</td>
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<tr>
<td>Maths</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social Studies/French Social Studies</td>
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<tr>
<td>French Language A+B</td>
</tr>
<tr>
<td>German Language A+B</td>
</tr>
<tr>
<td>English Language B Support</td>
</tr>
<tr>
<td>Art</td>
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<tr>
<td>Music</td>
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<tr>
<td>Theatre</td>
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<tr>
<td>Physical Education &amp; Health</td>
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<td>CASCADE</td>
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<tr>
<th>Grade 8</th>
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<tbody>
<tr>
<td>English Language A</td>
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<tr>
<td>English Language B</td>
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<tr>
<td>Maths</td>
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<tr>
<td>Social Studies/French Social Studies</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>French Language A+B</td>
</tr>
<tr>
<td>German Language A+B</td>
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<tr>
<td>English Language B Support</td>
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<tr>
<td>Art</td>
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<tr>
<td>Music</td>
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<tr>
<td>Theatre</td>
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<tr>
<td>Physical Education &amp; Health</td>
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<td>CASCADE</td>
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<tr>
<th>High School</th>
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<tbody>
<tr>
<td>Grade 9</td>
</tr>
<tr>
<td>IGCSE English Language/Literature A Studies</td>
</tr>
<tr>
<td>English Language B</td>
</tr>
<tr>
<td>IGCSE Maths</td>
</tr>
<tr>
<td>IGCSE Science Coordinated</td>
</tr>
<tr>
<td>IGCSE French Language A+B</td>
</tr>
<tr>
<td>IGCSE German Language A+B</td>
</tr>
<tr>
<td>IGCSE Art Elective</td>
</tr>
<tr>
<td>IGCSE Design Technology Elective Social Studies</td>
</tr>
<tr>
<td>IGCSE Music Elective</td>
</tr>
<tr>
<td>Communication and Media Elective</td>
</tr>
<tr>
<td>Theatre Elective</td>
</tr>
<tr>
<td>English Language B Support</td>
</tr>
<tr>
<td>Study Seminar</td>
</tr>
<tr>
<td>Physical Education &amp; Health</td>
</tr>
<tr>
<td>IGCSE Physical Education</td>
</tr>
</tbody>
</table>
GRADE 10

IGCSE English Language/Literature A  IGCSE Music Elective
English Language B  IGCSE Design Technology Elective
Social Studies  IGCSE Art Elective
IGCSE Maths  Film Elective
IGCSE Science Coordinated  Theatre Elective
IGCSE French Language A+B  English Language B Support
IGCSE German Language A+B  Study Seminar

GRADE 11

IB English Literature A  IB Physics
IB English Language & Literature A  IB Mathematics HL
IB English Language B  IB Mathematics SL
IB French Language & Literature A  IB Mathematical Studies SL
IB French Language B & Ab initio  IB Film
IB German Language & Literature A  IB Music
IB German Language B  IB Theatre
IB Business and Management  IB Visual Arts
IB Economics  IB Theory of Knowledge
IB Geography  English Language B Support
IB History  Physical Education
IB Biology  IB Sports, Exercise & Health
IB Chemistry  Science

GRADE 12

IB English Literature A  IB Mathematics HL
IB English Language & Literature A  IB Mathematics SL
IB English Language B  IB Mathematical Studies SL
IB French Language & Literature A  IB Film
IB French Language B & Ab initio  IB Music
IB German Language & Literature A  IB Theatre
IB German Language B  IB Visual Arts
IB Business and Management  IB Theory of Knowledge
IB Economics  English Language B Support
IB Geography  Physical Education
IB History  IB Sports, Exercise and Health
IB Biology  Science
IB Chemistry
IB Physics
STUDENT PLACEMENT

Students are placed in Mathematics and Language classes according to the level of proficiency that they have attained. Students whose command of academic English is not yet up to the level of the mainstream class will be placed in English as an Additional Language classes (English Language B) or support classes. Selection of students for these classes is made on the basis of past performance and teacher recommendations. Some language classes are offered on a private basis outside the school day and a Japanese supplementary school operates on a private basis outside the school day.

All students take French from grades 6 to 10 unless there are exceptional circumstances. Most students also opt to study German in addition to French, unless they are in the EAL or Learning Support programme. During grade 10 students must take decisions about which languages they wish to continue as part of the IB programme.

CURRICULUM OVERVIEW

The curriculum at ISL ensures that a developmentally appropriate programme is in place that builds from pre-school to grade 12.

There are three key components of the curriculum in the Upper School.

1. The Written Curriculum.
   a. Standards and Benchmarks: At ISL, we have developed sets of standards and benchmarks in all the major disciplines. These standards and benchmarks define what we believe to be the most important knowledge and skills our students should attain at particular stages, and have evolved from adaptations of current national curriculum documentation from a range of national systems, in order to meet the needs of the students at ISL. These standards, which articulate across all sectors of the school to build knowledge and skills from pre-school to grade 12, inform the development of units in the Upper School as well as providing the framework for learning.

   b. Understanding: Teachers develop units of study at each grade level which are based on overarching concepts that aim to build genuine long-lasting understanding of 'big ideas'. These concepts have been identified as having significance and relevance to our students at various grade levels and stages in their development, as well as building important concepts, knowledge and skills for later study. These units are also aimed at developing understanding of issues of local and global significance. Trans-disciplinary units are developed around our commitment to guided enquiry which, we believe, is an ideal vehicle for the development of long term understanding. The enquiry at each grade level is steered by a series of questions that students explore and investigate together with and under the guidance of their teachers. Subject area teachers work collaboratively in the development of these units.

2. The Assessed Curriculum

This component addresses attainment of grade level benchmarks and the assessment of the understanding of the concepts embedded within the trans-disciplinary units. Most of the assessment is carried out by teachers, however, self-assessment and reflection by students
on their own learning is built into the programme. Assessment is on-going and teachers use a wide range and balance of assessment types including:

- Performance tasks
- Peer assessment
- Self assessment
- Specific tests and quizzes
- Structured observation
- Work samples
- Student conferencing
- Final examinations

AT ISL, we are also committed to using external standardised assessments to support the assessments being undertaken in the school, in order to build up the broadest picture of the student.

Written reports are sent to parents three times a year and two parent/teacher conferences are scheduled during the year. If you would like to discuss aspects of your son/daughter’s progress at other times, please organize a time suitable to both parties directly with your son/daughter’s teacher.

3. The Taught Curriculum.

At ISL, we believe that:

- The goal of learning is to gain lasting understanding
- Learning with understanding is enhanced by self-assessment, reflection and thinking about the way we think
- Learning with understanding is facilitated when students construct meaning around the major concepts and principles of a discipline, make connects among the disciplines and apply trans-disciplinary skills
- Learners benefit from continuous assessment that provides clear, thorough and individual feedback.
- Learners learn most effectively when they take an active role through enquiry, analysis problem solving and discovery
- Learners learn best when they are appropriately challenged, interested in the material, find it relevant and are confident that success is within their grasp.
- Learners possess multiple forms of intelligence and diverse ability and have different learning styles, which are most effectively addressed when teachers differentiate instructional opportunities.

Teachers at ISL tailor the teaching and learning experiences for the students to support these beliefs about the learning process, based on current research and best practice. Students are appropriately challenged according to their needs and abilities through activities that work towards the development of the understandings, knowledge, skills and attitudes that are interwoven into classroom units.

Rubicon Atlas is the Upper School curriculum mapping website. This website allows students and parents access to our curriculum maps, course overviews and IB/IGCSE syllabi. Curriculum mapping is a collaborative process. Teachers work in teams to design standards-based units of study that incorporate knowledge and skills which support our ISL Student Profile in contexts that are challenging, thought-provoking and reflective. While we hope that you will view these maps as valuable tools for understanding what our students are learning, they are merely outlines and do not capture the rich, multi-dimensional curricula we teach. At the heart of every unit is a commitment to ensure that students derive understanding, collaborate and make connections through integrating new knowledge with existing
knowledge as they learn. At ISL, we use the Understanding by Design unit writing framework (Wiggins and McTighe). From their conception, units of study are designed with the desired results in mind. The curriculum maps that you can view will display the Stage 1 Desired Outcomes of the unit plan. As you peruse the curriculum maps, we hope that you will view them as valuable tools for understanding the basis from which our students are learning. The password for the Rubicon Atlas site is **islux**.

**Grading Policy**

**Assessment Rationale:**

Assessment is the systematic collection, analysis and recording of information about student learning. The ISL faculty recognises that assessment is a powerful educational tool for improving student learning and the quality of our instructional programmes. The fundamental purpose of assessment is to raise student achievement. Assessment helps students:

- Understand the level, depth, and breadth of learning, and their ability to interpret and apply knowledge
- Identify strengths, weaknesses and learning needs
- Identify the need to improve specific study skills
- Develop appropriate academic goals and objectives

Assessment provides feedback to teachers, which in turn:

- Helps monitor class and individual progress
- Determines achievement in terms of knowledge and skills
- Evaluates the effectiveness of instructional methods and materials
- Identifies specific learning needs
- Determines readiness for advancement (content, class or grade level)
- Provides information on student learning and achievement so that progress can be reported to:
  - Students
  - Parents
  - External institutions

**Types of Assessment**

- **Formative** assessment occurs regularly during a unit of work to provide feedback on student understanding and to improve student work.
- **Summative** assessment summarises student learning at the end of the unit and is used for reporting purposes.

**Grading Policy:**

Grading procedures are directly related to stated learning outcomes. These learning outcomes are documented in the form of standards and benchmarks, as in the case of IGCSE/IB Diploma aims and objectives. The reported grade will be based on summative assessments.
Standard Based Grading

The individual achievement of these stated learning outcomes is the basis for all grades. ISL uses a standard-based report card system in which the Subject Specific Criteria state the learning outcomes for each trimester. Effort, participation and other behaviours are reported separately and referred to as Approaches to Learning. These behaviours are only assessed if they are part of the learning outcome.

Approaches to Learning

- attends class punctually, equipped and ready to work
- works cooperatively
- works independently
- participates in classroom activities and discussions
- actively listens in class
- organises time effectively
- completes assignments on time
- concentrates
- seeks help when necessary
- demonstrates effort

Professional Judgement

Grading is an exercise in professional judgement wherein the teacher seeks to ensure that the grade each student receives is an accurate representation of his or her achievement. Prior to the assessment, teachers inform students about the grading criteria and methods used for determining grades. Teachers measure student attainment of standards and assign grades based on predetermined, consistent grading procedures in the same courses and across grade levels. To maintain consistency, rubrics or clear goals are used in all subject areas. Students will be provided with multiple opportunities to demonstrate their knowledge and skills.

Evidence

In determining grades, teachers must decide whether they have sufficient evidence of achievement. If not, the grade recorded shall be an "I" (Insufficient Evidence/Incomplete). The "I" will remain until the student provides the missing evidence within the reporting period. An "I" could affect the overall year results and the student's promotion to the next grade level. Extra credit does not form part of ISL's approach to grading. Final grades will be determined according to the most consistent level of achievement with emphasis on the most recent work. End of Year examinations serve to provide further evidence that, together with other assessment data from the three trimesters, enables teachers to arrive at a student's final grade for the year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>7</td>
<td>Excellent</td>
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<tr>
<td>6</td>
<td>Very Good</td>
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<tr>
<td>5</td>
<td>Good</td>
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<tr>
<td>4</td>
<td>Satisfactory</td>
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<tr>
<td>3</td>
<td>Mediocre</td>
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<tr>
<td>2</td>
<td>Poor</td>
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<tr>
<td>1</td>
<td>Very Poor</td>
</tr>
<tr>
<td>I</td>
<td>Insufficient</td>
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</table>

Teachers will set deadlines/due dates for all evidence to be assessed:

- Students are expected to complete all required work and to meet deadlines in order to receive comprehensive feedback on their work.
- Late submission of assessment evidence leads to parent contact and may be noted in the report card comment.
• Persistent late submission of assessment evidence will lead to intervention or further disciplinary action.
• Whilst late submission of work will not be reflected in an individual grade for a late assignment, an incomplete grade (I) will be noted on the report card if there is insufficient data to determine the trimester grade or year grade.

**Incomplete assessment evidence will be handled as follows:**

- Assessment evidence that is not submitted will be identified in the teacher's grade book as NS (Not Submitted): Zeros will not be used for unsubmitted work.
- Cheating and plagiarism are serious breaches of academic honesty. Any student found cheating or plagiarizing will not receive a grade for the assignment and be subject to further disciplinary measures. Students are required to complete another assignment without cheating or plagiarising in order to receive a grade.
- An incomplete grade (I) will be noted on the report card if there is insufficient data to determine the trimester grade or year grade.

**Absences will be handled as follows:**

- Student work will not be penalized based only on absence.
- Absent students will be given opportunities to make up any missed summative assessments without penalty before the end of the reporting period.

**Cooperative Learning Activities:**

- Group work is cooperative learning and an instructional strategy.
- Cooperative learning is not cooperative assessment.
- Individual assessments must be used to determine each student's individual achievement and understanding of the specific learning outcomes.
- Group assessment may not be used to determine an individual student's achievement.
GRADING SCALE

The ISL grading scale and criteria are outlined below:

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<thead>
<tr>
<th>MARK</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>7</td>
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<td>1</td>
<td>Very Poor</td>
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<tr>
<td>I</td>
<td>Insufficient</td>
</tr>
</tbody>
</table>

**ISL Grade Descriptors**

**7 – Excellent performance**

Demonstrates a conceptual awareness, insight and sophisticated knowledge and understanding of the subject as evidenced by critical thinking and a precise use of appropriate terminology, concepts and principles; knowledge of relevant research, theories and issues and awareness of different perspectives, points of view and contexts from which these have been developed; excellent analysis skills; high level of ability to structure answers in logical, original and well developed manner with appropriate examples; high level of ability to engage in analysis, evaluation and synthesis of data, carry out research, solve problems efficiently, draw relevant conclusions and to make very effective use of technology; works extremely well independently or collaboratively when appropriate.

**6 – Very Good performance**

Demonstrates a detailed knowledge and understanding of the subject using critical thinking and a consistent use of appropriate terminology, concepts and principles; knowledge of relevant research, theories and issues and awareness of different perspectives and contexts from which these have been developed; very good analysis skills; very competent ability to structure answers in logical and well developed manner; consistent ability to engage in analysis, evaluation and synthesis of data, carry out research, solve problems efficiently and to make effective use of technology; works very well independently or collaboratively when appropriate.

**5 – Good performance**

Demonstrates a sound knowledge and understanding of the subject using some critical thinking and subject specific terminology, concepts and principles, good analysis skills, competent ability to structure answers in logical and coherent manner, some ability to present and develop contrasting points of view; sound ability to engage in analysis and evaluation of data, carry out research, solve problems and to make effective use of technology; works well independently or collaboratively when appropriate.

**4 – Satisfactory performance**

Demonstrates a secure knowledge and understanding of the subject using description and subject specific terminology, concepts and principles, satisfactory analysis skills, satisfactory
ability to structure answers, some ability to engage in analysis and evaluation of data, carry out research, solve problems and to make effective use of technology, satisfactory ability to work independently or collaboratively when appropriate.

3 – Mediocre performance

Demonstrates some knowledge and understanding of the subject, concepts and principles, limited analysis skills, a basic structure in answers, some ability to comprehend data, carry out research, solve problems or to make effective use of technology, basic ability to work independently or collaboratively when appropriate.

2 – Poor performance

Demonstrates limited knowledge and understanding of the subject, concepts and principles, little capacity for analysis, little structure in answers, an inadequate ability to comprehend data, carry out research, solve problems or to make effective use of technology, ability to work independently or collaboratively occasionally.

1 – Very poor performance

Demonstrates minimal knowledge and understanding of the subject, concepts and principles, very little capacity for analysis, a lack of structure in answers, a very limited ability to comprehend data, carry out research, solve problems or to make effective use of technology, a very limited ability to work independently or collaboratively.
Group 1 – STUDIES IN LANGUAGE & LITERATURE

Philosophy

Our goal is to enable students to become skilled and confident oral, written and visual communicators and imaginative, productive and empathetic members of a changing, information-rich global society.

Objectives

The key objectives of the ISL English Literacy Programme are to:

- encourage the understanding and use the power of language and literature to inspire, inform, persuade, evoke and entertain, for the benefit of themselves and others
- develop the capacity to examine ideas and arguments critically and to respond to them in a clear and increasingly sophisticated manner
- promote the use of language as one of the essential tools for creative expression
- recognise and work with a wide variety of texts and media; understanding function, content and purpose
- promote an awareness of different cultural contexts and experiences, and of the capacity of language to reflect and explore these
- develop the proficiency in English necessary to achieve success across the curriculum

Programme Overview

English Language A - Grades 6-8

Literature is at the core of the programme and units are designed around specific texts. Through studying different genres of literature, students will learn techniques of critical reading and effective writing. Students examine the function of structural elements of the plot and its development, identify literary devices in a text, and use those elements to interpret the work. They also learn to analyse the motivations and reactions of literary characters from different historical eras and cultures. The literature for grades 6-8 is chosen for its age appropriateness and its reflection of a diverse array of genres, styles and cultures.

Students will write in a variety of ways, from more formal, structured pieces of writing to more personal narratives. Having read and studied various modes of expression in the literature, students practise their own compositions demonstrating and developing their skills in these modes such as descriptive, personal narrative, expository and persuasive writing. During these years, an emphasis for writing is to produce responses to literature that develop interpretations and exhibit careful reading and insight. A further objective of the English 6-8 programme is to familiarize students with the writing process. Through this process, students produce personal pieces as well as transactional essays. They also learn to edit their own work.

During these three years, the programme will range from research reports, essays on literature, projects and oral reports to personal writing, informal presentations and debates. All the assignments are designed to encourage reflection and sharpen the students’ critical sense. Class participation, group work, attentive listening and efficient note taking skills will also be emphasized.
Throughout grades 6-8, students are introduced to the process of research. They will become familiar with research techniques and the standard format of the research paper. Emphasis is placed on the difference between evidence and opinion.

**English Language A - Grades 9-10**

**English IGCSE – First Language**

Designed for students for whom English is their mother tongue, IGCSE First Language English develops the ability to communicate clearly, accurately and effectively in both speech and writing. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

**English Literature IGCSE**

The syllabus enables students to read, interpret and evaluate texts through the study of literature in English. They develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, students learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting students’ better understanding of themselves and of the world around them.

**French and German IGCSE – First Language (best language)**

Designed for students whose best language is French or German, this First Language syllabus develops the ability to communicate clearly, accurately and effectively. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

**Grades 11 and 12**

**IB English Language A: Literature**

The English Language A Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgements. It is primarily a pre-university course in literature, aimed at students who intend to pursue literature, or related studies, as well as at students whose formal study of literature will not continue beyond this level. The former would normally follow the higher level programme, studying thirteen literary works, (major exemplars of literary excellence), and the latter, the standard level programme, studying ten literary works. Some works will be studied in translation, whilst others will be selected from the target language.
**IB English, French & German Language A: Language & Literature**

The English, French and German Language A: Language & literature courses are new IB courses, (replacing the previous Language A2 programme), with a particular focus on developing an understanding of the constructed nature of meanings generated by language. Two parts of the course relate to the study of language (language in a cultural context, and language and mass communication), and two parts to the study of literature, (texts and contexts, as well as a critical literary study). In addition to major literary works, a selection of texts is chosen from a variety of sources (newspapers, magazines and the internet), as well as from different genres and media.

**Group 2 LANGUAGE ACQUISITION COURSES**

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<th>French, German and English Language B - EAL</th>
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**Philosophy**

At ISL, students communicate thought and experience through the acquisition of languages in a multilingual, multicultural community. Students learn languages in a safe and caring environment supported by a relevant and challenging learning programme. Acquiring other languages develops transferable skills that enable students to become life-long learners.

**Objectives**

The key objectives of the ISL Language Acquisition Programme are:

- use target languages as a tool for communicating in a variety of authentic settings;
- develop insight into languages, leading to a greater understanding of self and other cultures;
- actively participate in a learning environment that is challenging, intellectually relevant and emotionally safe;
- participate in the local and global community.

**Description of the Language B French and German programme**

In the middle and upper school, as far as possible, students follow the main stream courses that are most suitable for their needs. The degree of competence in the language, French and/or German, and the different degree of proficiency a student desires to obtain by the end of his/her study will determine the placement in the different main stream levels.

**Proficient** - Students understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. They interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Students produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

**Independent** - Students understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They deal with most situations likely to
arise whilst travelling in an area where the language is spoken. Students produce simple connected text on topics which are familiar or of personal interest. They describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Intermediate- Students understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Students describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Novice- Students understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Students interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

French & German IGCSE – Foreign Language

This is an examination designed for students learning French or German as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as students progress through their studies. The syllabus also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Grades 11 and 12

Language B (HL & SL) - English, French & German

The languages B courses occupy the middle ground of the Group 2 modern languages spectrum and are language learning courses for students with some previous experience of learning the target language. The main focus of these courses is on language acquisition and the development of skills up to a fairly sophisticated degree at higher level.

Language B courses give students the opportunity to reach a high degree of competence in a language and explore culture(s) using the language. The core of the course for both HL and SL students considers: social relationships, communication and media, and global issues. Further content is selected from a range of options including: health, customs and traditions, leisure, cultural diversity, and science and technology. In addition, HL students study two works or literature (fiction and/or non-fiction).

Beginner’s French (ab initio) SL

French ab initio is a language course for beginners, designed to be followed over two years by students who have little or no previous experience of learning the language. The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. The course is organised around three themes: the individual and society, leisure and work, and the urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as develop intercultural competence. Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations.
Description of Language B English Programme

In the middle school, the English Language B programme is divided into two levels. The intermediate classes receive four blocks per cycle in place of mainstream English, while the novice classes receive eight blocks per cycle. In the high school, there is one language class which receives four blocks per cycle. In all classes, the students are taught the language skills of listening, speaking, reading and writing as well as the grammar, pronunciation, spelling and vocabulary skills that relate to these.

English Language B novice students also receive regular English Language B Support which provides extra assistance in mastering the vocabulary and concepts they are learning in their core subjects. The English Language B teachers also provide in-class support in the core subjects.

English Language B students are tested in May to measure their language progress. The results of this test, supported by recommendations from the teachers, determine if the student is ready to transition to the mainstream English programme in the next academic year. There is also a possibility that a student could transition during the course of the year if the teacher recommends earlier testing.

Group 3 SOCIAL SCIENCES

Philosophy

Social sciences at ISL reflect the school's ethos that students are lifelong learners and internationally minded, responsible global citizens. Learning in Social Sciences supports reflection of the past for an understanding of the present and the building of a sustainable future. The social sciences promote skills development through active learning and an understanding of multiple perspectives and their interconnectedness.

Objectives

To encourage students' development as independent learners and critical thinkers, the key objectives of the social sciences programme are to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment
- Develop a concern for human welfare and the quality of the environment and an understanding of the need for planning and sustainable management.
- Appreciate the relevance of Social Sciences in analysing contemporary issues and challenges and develop a global perspective of diversity and change
- Promote an awareness and understanding of internationalism.
- Encourage critical reflection of the past, present and future
- Encourage an understanding of the impact of developments at local, regional and global levels
- Develop an awareness of personal identity through the study of experiences of different individuals and societies.
- Promote an understanding of the diversity of sources, methods, interpretations and perspectives
- Enable the student to appreciate the nature and significance of change and continuity, cause and consequence in local, regional and global contexts.
- Develop appropriate social science skills
Programme Overview

The social studies units developed in the Middle School are based on concepts which are broad ideas that transcend the perspectives and limits of any specific subject-area. Concept-based instruction, by placing the learning process in the “big picture” context of a transdisciplinary theme, leads students to think about content and facts “at a much deeper level” and “as a practitioner would in that discipline” (Schill & Howell 2011). By leading students to consider the context in which they will use their understanding, concept-based learning brings “real world” meaning to content knowledge and skills. Students become critical thinkers which is essential to their ability to creatively solve problems in the 21st century. By introducing students to universal themes and engaging them in active learning, concept-based instruction:

- Creates connections to students' prior experience.
- Brings relevance to student learning.
- Facilitates deeper understanding of content knowledge.
- Acts as a springboard for students to respond to their learning with action.

(Erickson 2008)

The concepts presented in the Middle School are the following:

- Grade 6- Human interactions, Settlement Patterns, Tolerance & Beliefs and Contrasting Environments
- Grade 7- Hazards & Response, Global Citizenship & International Law, Identity and Legacy
- Grade 8- Power & Control, Sustainability, Technology and Globalisation & Diffusion

The grade nine and ten Social Studies courses advance student knowledge of the major social science fields and builds upon skills, themes and historical content covered to solidify student knowledge and their ability to meet appropriate high school, pre-IB, proficiencies. The two-year course assumes a comprehensive approach while addressing issues in our world and tracing their course through history to the modern era. A clear goal of the grade nine/ten course is to introduce and prepare students for a number of different Group 3 IB offerings: Economics, History, Geography and Business and Management. Students will have a clear idea of different IB Group 3 expectations prior to making Group 3 selections.

Once Grade 10 students have learned about the various Group 3 courses, they are encouraged to investigate specific IB possibilities through further discussion with the course teacher and via exchanges with older students currently enrolled in these courses. Students are encouraged to have a first and second option. Once students make their choices, the department reviews them and in consultation with the Dean of External Programmes, makes its recommendations.

In all of the Social Studies courses grades six to ten, each unit studied has a variety of assessments. Amongst these are periodic tests and quizzes that range from multiple-choice answer questions, to short responses, free-response essays and document-based essays, and a major exam on the unit. In addition, there are frequent projects, presentations and debates that will take a variety of shapes and forms all based around course content and skills.

Sciences Humaines – Grades 6-9

Le programme de sciences humaines donne aux élèves la possibilité d’être des participants actifs dans leur monde et les encourage à se servir des connaissances acquises pour résoudre des problèmes, prendre des décisions et interagir avec les autres.
Le but du programme de sciences humaines à la Middle School est d’aider les élèves à comprendre, à développer et à se servir des connaissances acquises à travers les thèmes suivants :

- La culture : explorer les aspects de la culture et les causes de changements culturels, le développement des cultures et les richesses des cultures anciennes
- Le changement : savoir que le changement est une démarche qui s’effectue dans le temps et fait partie de l’évolution de la société
- Le pouvoir : reconnaître le rôle joué par les individus ou les cultures dans le changement et savoir que les décisions qui en résultent ont des conséquences sur l’environnement
- Les systèmes politiques, économiques et sociaux ainsi que leur influence à l’intérieur des régions et nations

**Descriptions du programme d’étude**

Le but du programme d’étude de la 6e à la 8e année est de donner aux élèves les outils nécessaires à une intégration active des différents thèmes dans les domaines suivants : l’économie, la science politique, l’histoire, la géographie, la psychologie et la sociologie. Les stratégies d’enseignement facilitent l’apprentissage actif et préparent les élèves à se servir des connaissances acquises dans le programme intégré de la 9e et 10e années.

Cette approche pédagogique active permet aux élèves d’enrichir et approfondir l’apprentissage de la langue dans la mesure où les habiletés et capacités langagières font partie intégrante des cours.

Le programme d’étude de la 6e année couvre des unités sur les grandes questions telles que :

- Les cultures en conflit
- La science et la technologie
- Les grandes religions du monde

Les élèves entreprennent des investigations sur les civilisations anciennes. Ils étudient leurs cultures, leurs histoires et leurs civilisations.


Le programme d’étude de la 9e année comprend l’étude des actes humains et la responsabilité collective. Le cours débute avec une étude de la géographie de la population. Différents sujets tels que le développement durable, la migration et l’urbanisation sont abordés ainsi que les alertes climatiques et politiques liés à la croissance démographique. Les deux derniers trimestres seront consacrés à l’étude des relations complexes de cause à effet dans les événements historiques de la Grande Guerre et de la Seconde Guerre
mondiale. Au deuxième trimestre, les élèves vont examiner la façon dont la construction de l'identité personnelle peut mener au conflit. Pour conclure, au troisième trimestre, les élèves vont examiner le rôle de l'identité nationale dans le phénomène de la guerre, l'usage de la force et de la violence sous toutes ses formes.

Le but du programme de Sciences humaines en 10e année est d'aider les élèves à développer des connaissances dans les domaines majeurs des sciences sociales: l'économie, la science politique, l'histoire et la sociologie. Les élèves se serviront des connaissances acquises dans les années précédentes : l'analyse, l'évaluation et l'intégration des grands thèmes historiques et géographiques. Le cours de 10e année prépare les élèves pour les exigences des cours au niveau secondaire et pour le programme du Baccalauréat International.

**Grades 11-12**

**INTERNATIONAL BACCALAUREATE SOCIAL SCIENCES (Individuals and Societies)**

**IB Business and Management (HL & SL)**

This programme is an introduction to the basics of business and management and the various sub-fields related to these topics. Emphasis will include the vocabulary of contemporary business, the basics of accounting, social theory as it relates to operation of organisational and business analysis. Though the course will not be a formal course in economics, many economic concepts will be covered. Students will also learn the vocabulary necessary for reading and understanding the business page of newspapers. Students need to have a solid working ability in arithmetic and algebra. Many of the units will be computer based and cooperatively organised. Students, therefore, should enter the programme with some degree of computer literacy.

**IB Economics HL & SL**

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study.

Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context. The scientific approach characterizes the standard methodology of economics. This methodology can be summarized as a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion.

Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions. Encouraging students to explore such questions forms the central focus of the economics course.

With the new IB Economics syllabus there has been a marked emphasis on mathematical skills; specifically linear equations and the ability to explain and understand abstract concepts and mathematical applications for graphing outcomes.
**IB Geography HL & SL**

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

The geography course integrates both physical and human geography and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between the social and natural sciences to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

**IB History HL & SL**

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Students of history should learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it, both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual’s understanding of, and empathy for, people living in other periods and contexts. Course content includes: Peacemaking & peacekeeping – international relations 1918-36, the causes, practices and effects of wars, the origin and development of authoritarian and single-party states, and the history of Europe and the Middle East (Late 19\textsuperscript{th} – 20\textsuperscript{th} century) - **HL only**

**Group 4 EXPERIMENTAL SCIENCES**

**Philosophy**

ISL’s Science Programme stresses the importance of engaging students to strive towards the key objectives of the IB in the active doing of science; providing learning opportunities that stimulate curiosity, encourage risk taking, facilitate investigation and promote positive social interaction. As students proceed through the school, the programme will give them access to a variety of guided experiences which will gradually increase in complexity through grade levels.

**Objectives**

The key objectives of the ISL Science Programme are to:
provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
provide a body of knowledge, methods and techniques that characterize science and technology
enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
develop through continued practice an ability to analyse, evaluate and synthesize scientific information
engender an awareness of the need for and the value of, effective collaboration and communication during scientific activities
develop experimental and investigative scientific skills
develop and apply skills in literacy and information and communication technology through the study of science
raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
develop an appreciation of the possibilities and limitations associated with science and scientists
encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

Programme Overview

Middle School Science

As our students enter and progress through the Middle School, they experience a number of developmental changes. The science courses are designed to be sensitive to our students’ changing needs and abilities. At the introductory level the programme stresses immersion, exploration and the value of all observation. As students develop their abilities to think more abstractly, they experience an increasing engagement with text and well established concepts from the four disciplines. They are taught how to integrate conventional theory with their observations and they begin to understand the connections between the standards that define the content of our science curriculum at ISL.

Throughout the middle school programme, there is a very strong emphasis on the contextual development of those skills and habits of mind that are essential for quality science learning. As a prominent part of their regular class work, students learn how to use a very wide range of equipment ranging from basic tools such as protractors, to sophisticated optical and electronic apparatuses. They are taught to plan and carry out valid experiments; to record their observations; to process and present data; to discuss their findings; to persist with challenges; to undertake primary and secondary research; to ask appropriate questions; to present their findings and ideas in appropriate formats; to assess the limits of their claims; to construct, use and interpret models; and a host of other tools that make learning science a richly meaningful experience. Upon finishing the Middle School Science Programme, our students will have developed their understanding of the content and nature of science and will have acquired those skills necessary for them to undertake further studies in science.

Grades 9 & 10

Co-ordinated Science IGCSE (Double Award)

A double award, earning two grades, IGCSE Co-ordinated Sciences gives students the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus. Students learn about the basic principles of each subject through a mix of
theoretical and practical studies, whilst also developing an understanding of the scientific skills essential for further study. Students learn how science is studied and practised and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus therefore enables students to better understand the technological world in which they live and to take an informed interest in science and scientific developments.

**Grades 11 and 12**

**INTERNATIONAL BACCALAUREATE SCIENCES**

A common curriculum model applies to all the Diploma Programme Group IV subjects: biology, chemistry, physics and sports, exercise and health. A core of material is studied by both higher level and standard level students in all subjects and this is supplemented by the study of two Options. Higher level students also study additional higher level material. HL students are required to spend 60 hours and SL students 40 hours on practical/investigative work. This includes 10 to 15 hours for the Group IV project. The Group IV project is an undertaking in which chemistry, physics, and biology students attempt to tackle an everyday problem by combining the skills and understandings from the three disciplines.

**Biology**

Biology is designed to introduce students to a wide range of topics related to living organisms. Four basic biological concepts run throughout the course: structure and function, universality and diversity, equilibrium within systems, and evolution. Both higher level and standard level students study a common core of subjects, as well as two additional options from a pre-defined list.

The common core includes:
- Statistical analysis
- Cells
- The chemistry of life
- Genetics
- Ecology and evolution
- Human health and physiology

Higher level students cover many of the core topics in greater depth.

Standard level additional options include: human nutrition and health, physiology and exercise, and cells and energy. Higher level options include: evolution, neurobiology and behaviour, microbes and biotechnology, and ecology and conservation.

**Chemistry**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. As such, it is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

The four major strands are atomic theory, chemical reactions, equilibrium, and organic chemistry.
Atomic Theory

After investigating the nature of the atoms, the course will focus on the study of the forces within and between molecules. These concepts are essential to understanding the periodic trends, bonding properties and chemical reactions.

Chemical Reactions

An investigation into the spontaneity of reactions follows the introduction of the principals of enthalpy and entropy. This topic will also be addressed as students investigate the electron transfer in oxidation-reduction reactions. The rate of chemical reactions will be studied with specific details being paid to reaction mechanisms.

Equilibrium

After reaching chemical equilibrium the rate of the forward and reverse reactions are equal. Using calculations, students should be able to evaluate the position of equilibrium for different types of chemical equilibrium systems.

Organic Chemistry

To complete the course, students will be introduced to organic chemistry. After learning the accepted conventions for naming compounds, students will be introduced to some of the most important organic reactions. They will also learn to determine the structure of an unknown organic compound by interpreting NMR, IR and mass spectrum data.

The course is available at both higher level and standard level, and therefore accommodates students who wish to study science in higher education and those who do not.

Physics

Physics is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Directed and independent laboratory work is a major component of the course and is used as a basis for formulating, testing and evaluating theories and for problem solving. These skills are developed during the study of the following topics:

Measurement - Students understand the centrality of measurement in defining and explaining the physical world.

Mechanics - The study of classical mechanics provides an accessible way for students to link familiar real world phenomena to more abstract theory and experimental work, and forms the knowledge base for the study of modern physics.

Thermal Physics and Properties of Matter - Thermal physics allows students to gain a deeper understanding of how heat and temperature affects the nature of the matter that surrounds us.
**Waves** - Waves travel through many media and in many forms, but all involve a transfer of energy. The study of waves in accessible media allows students to predict how waves, in general, will behave in different circumstances.

**Electricity and Magnetism** - The study of electricity and magnetism will allow students to explain and quantify many systems for which they are familiar in their everyday lives.

**Atomic and Nuclear Physics** - Perhaps the most theoretical of all the topics, atomic and nuclear physics delves into the micro world where students encounter laws of physics that often contradict their intuitive notions about the physical universe, and provides a glimpse into modern day physics research.

**Environmental Physics** – This topic studies the available energy resources for generating electricity and evaluates their environmental impact.

The options that students take, lead to both a deeper understanding of the fundamentals of physics and a broadening of technique-oriented applications. The HL students will study two options; Medical physics and Electromagnetic waves.

**Introduction to Design Technology**

As an elective, this year, we are fortunate to be able to introduce grade 9 and 10 to the subject of Design Technology.

Technology can be described as anything made to improve people’s lives in some way. Design is the process of inventing a working solution to a problem and communicating it to others. The subject, as a whole, fits very naturally with the introduction given for Group 4. The ways of thinking and working particular to the subject and delivering novel solutions to problems will be explored through a project based approach.

As the subject is new to the Upper School this introduction course will gradually build knowledge and understanding of the Design Cycle and how to go about delivering testable solutions to problems. Students may then, in future years, use this foundation to enter the IB course successfully when it begins at ISL.

The four topic areas that pupils will be introduced to are:

- **Product design** - deciding for yourself how to respond to an open question and need with a justified testable answer. Communicating your proposals to a specific audience
- **Structures** - understanding forces, materials and principles of building
- **Electronics** - basic input - process - output using electronic components
- **Mechanisms** - Conversion of motion, transfer and conversion of energy using mechanical components

**Sports, Exercise & Health Science (SL only)**

The Sports, Exercise and Health Science course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyse human performance. The SEHS course has strong international dimensions such as international sporting competition and the international bodies that regulate them.
The common core includes:
• Anatomy
• Exercise Physiology
• Energy Systems
• Movement Analysis
• Skill in sport
• Measurement and evaluation of human performance

Additional options include: Optimizing physiological performance, Psychology of sport, Physical activity and health, Nutrition for sport exercise and health. The two options will be decided by the teacher in consultation with the dynamics of the students who enrol on the course.

This course is only available at standard level.

Group 5 MATHEMATICS

Philosophy
It is the goal of the International School of Luxembourg to equip each student with the skills, knowledge, and understanding of Mathematics and to see the importance of Mathematics in the real world. We seek to teach the fundamental concepts of Mathematics as well as the critical thinking skills necessary to use that knowledge wisely.

Objectives
The key objectives of the ISL Mathematics Programme are to:
• encourage an understanding throughout the ISL community that Mathematics is accessible to all students.
• promote learning in a variety of ways necessitating experience with a range of instructional strategies.
• enable students to learn more effectively when they communicate and explain their mathematical thinking and understanding verbally, in writing, through diagrams and practical demonstrations.
• encourage the development of Mathematical ability which involves the learning of procedural skills, reasoning, understanding and problem solving, with an emphasis on real world situations.
• provide learning opportunities that promote questioning, exploration and investigation of mathematical concepts using a range of strategies.
Programme Overview

Throughout grades six to ten an integrated mathematics course is taught in which students study number work, algebra, geometry and data handling every year. Each year’s programme also includes work on at least one individual or group project.

Since the inception of IGCSE at ISL and recent changes in the IB curriculum, a number of changes have needed to take place in the mathematics curriculum delivered at ISL in the Upper School. For example the topic of Matrices has been formally removed from the IB curriculum and is not present in the IGCSE curriculum that we have adopted. Other topics, however, such as Logarithms do appear in the IGCSE curriculum and so will need to be addressed sooner than has been done previously.

Consequently some changes have been made to the content and structure of grades 6 to 10. The philosophy of the mathematics department is to provide quality mathematics education that is appropriate to the highest level of attainment practicable for each student with an emphasis on graduating from ISL and thus completing an appropriate IB mathematics course of study. With an increasing level of importance placed on mathematics for graduating students we are striving to extend each student in order to create mathematical opportunities for their future.

The structure of the mathematics courses delivered at ISL is as follows:

**Grade 6:** Students are taught in mixed ability classes and all assessments will be common for all students.

**Grade 7:** Students are grouped according to a number of measures taken in grade 6 such as ISA testing, formal assessments conducted in class throughout the year and teacher consultation. Nevertheless, a common programme is followed by all students and common assessments are used across all classes.

**Grade 8:** As a result of their progress in grade 7, two classes accelerate and begin work on the IGCSE syllabus. These classes will be on track to sit both the IGCSE Extended curriculum examination and the IGCSE Additional Mathematics examination at the end of grade 10 (the classes will be called Mathematics Additional). The remaining students will be grouped according to performance in grade 7 and will be extended as appropriate for each group in preparation for all students to sit the Cambridge International Mathematics IGCSE Extended curriculum examination at the end of grade 10.

**Grades 9 and 10**

**International Mathematics IGCSE**

Cambridge IGCSE International Mathematics has been developed for schools offering an international curriculum. It complements the IB curriculum, offering an assessment and certification at the end of grade 10. Cambridge International Mathematics reflects the way today's students like to learn: they will acquire a solid foundation of mathematical skills and learn how to develop strategies for solving open-ended problems. The course also allows students to develop and sharpen their investigation and modeling skills, and introduces them to the use of graphical calculators - a necessary part of the IB Diploma.

**Grade 9:** Two classes will continue on track with grade 8 Maths Additional classes according to measures from grade 8. These students will complete the IGCSE Extended syllabus and will be on a path to study the Additional curriculum in grade 10. The remaining students will
be grouped according to performance in grade 8 and will be extended as appropriate for the group in preparation to sit the IGCSE Extended curriculum examination at the end of grade 10.

**Grade 10**: The majority of students will complete the IGCSE Extended curriculum and the Maths Additional class(es) will continue with the same students as those from grade 9 unless someone is seriously misplaced. The Maths Additional class(es) will study the additional curriculum as well as maintain a level of revision of the IGCSE Extended curriculum. They will have the opportunity to sit both the Extended and Additional examinations at the end of grade 10. The remaining classes will complete the Extended IGCSE curriculum and will sit the Extended IGCSE examination at the end of grade 10. Any students struggling in the early part of grade 10 will be encouraged and advised to prepare to sit the IGCSE Core Mathematics examination at the end of grade 10.

As all students will be following the extended IGCSE mathematics programme, there may be some movement of students between classes and teachers during the course of an academic year and/or at the beginning/end of the school year to ensure that students can work at the appropriate pace for their mathematical proficiency. However, teachers will continue to keep parents informed of their son/daughter's progress via the Parent Teacher conferences and interim/trimester reports.

**Grades 11 and 12**

**INTERNATIONAL BACCALAUREATE MATHEMATICS Courses**

**Higher Level Mathematics**

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. The course is a demanding one and students embarking on this course should expect to develop insight into mathematical form and structure in their studies and should be intellectually equipped to appreciate the links between different topic areas.

**Mathematics Standard Level**

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

**Mathematical Studies Standard Level**

The students who select this course are generally those whose main interests lie outside the field of mathematics. The course caters for students with varied backgrounds and abilities and is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a knowledge of basic processes.
Group 6 – ARTS & ELECTIVES

At ISL we believe the Arts positively stimulate, inform and empower human development. Engagement in the Arts promotes creativity, self-expression, self-discipline, problem-solving, social interaction and an understanding of the human condition. We aim to inspire all students to develop their artistic literacies in positive learning environments through exploration, application, analysis and critical reflection. We encourage a lifelong appreciation for the relevance of the Arts in our lives.
**Grade 9 Communication, Film and Media**

Communication and Media is a class that deals with communication and/or even without media - imparting one's ideas, needs, desires, wants, proposals - to a specific target group or audience. Students will first learn what communication is as well as a variety of techniques for communication. Students will then decide for themselves, through inquiry and constructive activities, which techniques are best for a desired message and audience. These techniques could include, but are not limited to: speech/debate, posters, pamphlets, newspapers, slideshows, interactive multimedia, web pages, radio and sound bites, TV and video clips. Types of communication could include, but are not limited to: informative, persuasive, argumentative discourse (debate). Students will be assessed on project completion and effective use of the media chosen.

**Grade 10 Film**

Film is an elective intended for grade 10 students. Although there is no prerequisite, video camera and digital video skills acquired in grade 9 Communication and Media will be of great use. Students explore the advent of moving pictures used for news, documentary, propaganda, advertisement and entertainment. Students explore the changes in film by tracing the development from 'silent movies' through black and white 'talkies' to modern Technicolor. Students explore the 'rating system' used for movies and the criteria by which they are reviewed. Students also are responsible for their own productions including plot, script, storyboard and directing through to the editing and production of small mini-features.

**IB Film**

The IB film course aims to develop students’ skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the film course explores film history, theory and socio-economic background. The course develops students’ critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals and cultures.

The film course involves three main components: textual analysis (the detailed study of film sequences), film theory and history, (the study of films and film-making traditions from more than one country), and creative process – techniques and organisation of production (the development of creative, analytical and production skills within film-making). IB film is available at both HL and SL.

This course is particularly suitable for students who are currently taking the 10th grade film elective.

**Music**

**Middle School Music**

Middle School General Music Classes involve students in the further development of prior music training and musical skills including reading and writing of notation and rhythms and knowledge of music terminology. Students are be exposed to a wide variety of musical experiences through performance, listening, appraisal and composition.
6th Grade Music

Students develop their performance abilities through singing and playing ukulele, guitar, bass guitar, piano, drums, and other instruments. Students work both individually and in groups. In addition, students complete various listening activities to develop their aural awareness with a focus on a variety of music including Western art and popular music, as well as non-Western examples. Students develop their understanding of music theory by completing exercises on various software and through other traditional means. Students also use various composition programmes to create their own pieces and songs to develop their compositional techniques. These concepts are further developed in grades 7 and 8.

7th Grade Music

Students develop their performance abilities through singing and playing ukulele, guitar, bass guitar, piano, drums, and other instruments. Students work both individually and in groups. In addition, students complete various listening activities to develop their aural awareness related to writing and understanding music written for TV and film. Students also focus on composing music for a film trailer using various composition programmes to develop their compositional techniques. Students develop their understanding of music theory by completing exercises on various software and through other traditional means. These concepts will be further developed in grade 8.

8th Grade Music

Students develop their performance abilities through singing and playing ukulele, guitar, bass guitar, piano, and drums. African instruments such as kalimba, djembe, dunun, and shekere among others are also used. Students work both individually and in groups. In addition, students complete various listening activities to develop their aural awareness focusing on African music in relation to blues, jazz, rock, hip-hop, fusion, as well as Western art music and other styles of music. Students develop their understanding of music theory by completing exercises on various software and through other traditional means. Students also compose or arrange a piece of music in the style of, or influenced by West-African music using various composition programmes to develop their compositional techniques. Students are encouraged to make musical connections between Western and non-Western music.

IGCSE Music (Grades 9-10)

IGCSE Music is available to those students who select music as their Arts elective. When studying the Cambridge IGCSE Music syllabus, learners listen to, analyse, perform and compose music, which encourages aesthetic and emotional development, self-discipline and, most importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment. Learners study music of all styles (Western and non-Western) within a historical and cultural context. Students are encouraged to be perceptive, sensitive and critical musicians.

IB Music (Grades 11-12)

Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study. Music, and all of its associations, may vary considerably from one musical culture to another: yet music may share similarities.
richness offers a variety of ways to encounter and engage with a constantly changing world. A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, patterns in rhythm and unfolding sonic structures. Through participating in the study of music we are able to explore the similarities and differences in music from within our own culture and that of others across time. Informed and active musical engagement allows us to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing us more fully of the world around us, and the nature of humanity.

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants, through developing music perception, composition, and performance skills.

**Theatre**

**Grades 6 to 8 Theatre**

In the sixth grade, student work revolves around creativity, imagination, trust and working together as a group. The skills that will be used during the next two years are introduced in the form of games and imaginative exercises. The seventh and eighth grade students take theatre for one trimester in each grade level. In the seventh grade we look at the techniques used to build towards improvisation, or creating plays as you go with no script and no rehearsal. Students learn to work together cooperatively, to trust each other, to use their imagination and to build simple characters. They also learn how to structure a play and how to build a plot. A typical lesson will see students working alone, in pairs, in small groups and then being given an opportunity to perform before the class. During the eighth grade course, students build upon this expertise by adding in physical comedy and mime. Through the study of comic routines and tricks they expand their understanding of how to create a setting through acting alone, without the use of props or sets. Again, group work, cooperation and imagination are key to our work. The eighth grade unit concludes with students devising original pieces of drama for performance.

**Grades 9 & 10 Theatre**

The emphasis throughout each year is on each student discovering his or her own talents. Through workshops and exercises, students explore the use of voice, body and movement and how these can affect characterization. Students look at extracts from plays and experimenting with different settings and styles for presentation. We explore how different combinations of all of the above themes can lead to different interpretations of the same text. This leads in turn to learning what a text says when familiar settings have been ignored. Students are encouraged to perform selections to an appropriate audience and work on writing original material giving thought to the themes studied. Technical elements of theatre production are included during these years, with students studying and working with theatre lighting, make-up, puppetry, set and props construction and sound effects.
IB Theatre

Objectives

The aims of the programme in Theatre are to help students understand:

- the nature of the theatre
- theatre by making it as well as by studying it
- theatre not only with their minds, but with their senses, their bodies and their emotions
- the forms it takes in cultures other than their own

…and through this understanding, to better understand themselves, their society and their world.

The objectives of the programme are for students to acquire the reflective skills and understanding of how the links and parts work together as a whole. The skills students are expected to have acquired at the end of the course should be gained from all areas of the programme. Having completed the course at Higher Level (HL) or Standard Level (SL) a student will be expected to have demonstrated:

- a knowledge of the major developments and techniques in the theatrical history of more than one culture
- an ability to interpret and illuminate play scripts and other theatrical texts analytically and imaginatively
- an understanding of the art of the stage and of criticism in relation to it
- an ability to perform before an audience and to demonstrate both an understanding of and some skill in acting techniques
- the acquisition of sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts
- an understanding of the processes of theatrical production
- an ability to research imaginatively, selectively and with persistence.

Visual Arts

Programme Overview

Middle Years Art

Students in Grade 6 to 8 follow a course which includes one trimester each year of Music, Art and Drama. The sixth, seventh and eighth grade Art programme provides the student with a studio art environment in which to explore various creative methods and materials in the visual arts. The courses are designed to introduce and reinforce the elements of art and design (i.e. line, shape, value, form, space, colour, composition). The students engage in a technical exploration of a range of materials. Class projects combine theory and practice and are designed to stimulate active participation in the creative process. The techniques covered include drawing, design, painting, printmaking, 3-D design, Batik and textiles.

Grades 9 -10 Art

The Studio Art course in grades 9 and 10 presents the student with an in-depth exploration of various art materials, methods and techniques. After a working ability with drawing concepts has been explored, students address topics to be solved with method and material of choice,
ranging from photography, sculptural ceramics, painting and drawing, computer graphics to architectural design. Instruction is directed to the individual while art and artists of various cultures and stylistic periods are examined to inspire, instruct and inform the student with regard to their art work and aesthetic appreciation. Technical development, self discovery and articulation of visual expression are the goals of these classes. Classes meet three blocks during a seven day rotation and one of these blocks takes place in the computer lab and is dedicated to computer assisted design and research into the visual art topic under consideration in the art studio. All of the courses offered in Grades 9 and 10 are designed to prepare the motivated student for art studies at the I.B. Visual Arts level.

Grades 11 & 12

IB Visual Arts

It is highly recommended that a student considering the Visual Arts as a possible subject of study at the IB level (grades 11 & 12) first completes the Studio Art course in Grade 10.

IB Visual Arts is for seriously interested students and has specific clearly defined and quite demanding criteria set for both studio work and the Research Workbook. The IB Visual Arts course stresses practice in the use of various media, the acquisition of techniques, the mature development of creative ideas and the ability to relate the student’s own work in social, cultural and historical contexts.

The nature of the course changes over the two year period. It begins primarily as teacher-directed, with students following assignments and instructions designed to have them working in their research books and developing ideas for the course of inquiry they will follow in their studio work. It evolves into a more student-initiated and student-guided course of study during the second year, when the teacher serves more as an objective guide for students as they progress through personal exploration and experimentation of selected themes and use of various media in art. Students are expected to perform independent research and make connections between their developing work and the results of their research in the workbook. This includes, but is not limited to, the work of other artists, the influence of social and cultural elements and the product of historical investigation.

For Higher Level students the 240 hours of instruction are divided between studio (practical) work of 170 hours and 70 hours for the Research workbook; for Standard Level 105 hours and 45 respectively.

At the end of the two year course, students exhibit their studio work (usually 18-23 pieces of work), show their research workbooks and discuss their development during an interview with the IB examiner.
Philosophy

Health and Physical Education at ISL promotes a healthy and active lifestyle. The programme encourages participation and enjoyment in physical activity through the development of knowledge, attitudes, skills and movement competence. Students develop their understanding of physical, social and emotional health and learn how to make positive lifestyle choices. We aim to inspire students to take personal responsibility for lifelong health and well-being.

Performance
- Learn the skills necessary to perform fundamental movements, explore movement patterns leading to participating in a variety of multi-cultural physical activities.

Knowledge and Understanding
- Develop knowledge and understanding that health has physical, social and emotional dimensions.

Social Skills and Personal Engagement
- Demonstrate attitudes and strategies for increasing their self-esteem and self-confidence, allowing them to develop effective communication skills, attitudes and respect for others.

Healthy and Active Living
- Learn the skills and knowledge needed to participate regularly and safely in physical activity to develop and enhance their well-being.

Programme Overview

Physical Education

Grades 6-12

In grades 6 to 8, students have the opportunity to participate in international team sports, individual and lifetime activities, and outdoor educational pursuits were the focus is on skill development.

In grades 9 to 10 students may choose to do IGCSE Physical Education or a standard program that includes team sports, individual activities and health related fitness activities where the focus is on understanding strategies, tactics and techniques to improve performance.

In grades 11 to 12 students engage in physical activities of their choice structured by the P.E. department.

The P.E. programme aims to encourage students to become lifelong physically educated learners.

Health

Grades 6-8 focus on:
- improving basic communication skills
- knowledge of physical, social and emotional health; where they fall on the spectrum.
- ways to alleviate stress, anger and various other emotions
- how to make a good decision when it comes to peer pressure, peers, substance abuse, relationships, etc.
- basic understanding of the human body
- conflict resolution skills
- basic skills in first aid
• decision making skills relating to substance abuse, bullying, peers, peer pressure, dating, etc.
• techniques to improve self-esteem
• human sexuality - introduction

Grade 9 and 10 focuses on:
• Human sexuality --- sexual harassment, rape, contraception.
• First aid/CPR skills
• Life skills – values; self-esteem, personal development, choices, decision making
• Pressures of adolescence and teenage lifestyles
• Substance abuse with focus on alcohol and tobacco
REQUIREMENTS FOR PROMOTION

From grade 6 to grade 7
A minimum of 4 major academic classes successfully completed in grade 6, including one in English Language A or B.

From grade 7 to grade 8
A minimum of 4 major academic classes successfully completed in grade 7, including one in English Language A or B.

From grade 8 to grade 9
A minimum of 8 major academic classes successfully completed in grades 7 and 8, including two in English Language A or B.

From grade 9 to grade 10
A minimum of 5 credits earned in grade 9, including one credit in English Language A or B and Mathematics.

From grade 10 to grade 11
A minimum of 10 credits earned in grades 9 and 10, including two credits in English Language A or B and Mathematics.

From grade 11 to grade 12
A minimum of 15 credits earned in grades 9-11, including three credits in English and Mathematics.

Please refer to page 86 for ISL credit and graduation requirements.
Procedures for Dropping/Adding Courses 2016/2017

Students who wish to drop or add a course must follow these steps in order:

1. Pick up a “SCHEDULE CHANGE PERMISSION FORM” from the Upper School Office.
   
   a) **Drops**: List the class you wish to DROP in the space provided next to the period for which it is scheduled.
   
   b) **Adds**: List the class you wish to ADD in the space provided next to the period for which it is scheduled.

2. Both the teacher whose class you wish to drop and the teacher whose class you wish to add must initial your form to indicate their permission.

3. Get your class change approved by the Academic Leader.

4. Have your parents sign and check the “approve” or “disapprove” box.

5. Meet with the Counsellor and Dean of External Programmes (for students in grades 10-12) and the Deputy Principal in charge of Middle School (for students in grades 6-8) to sign the form.

6. Make an appointment with the Principal on the appropriate day and time listed below:

   Wednesday, August 24  New students without schedules ONLY
   Thursday, August 25  New students and 12th grade ONLY
   Friday, August 26  10th Grade ONLY
   Monday, August 29  11th Grade ONLY
   Tuesday, August 30  9th Grade ONLY
   Wednesday, August 31  6th /7th /8th Grade ONLY

7. Return the completed form to the Upper School Office.

8. Report to your new class and present the new schedule given to you by the Upper School Office.

9. You may not begin attending a new class or stop attending a scheduled class until this process has been completed. You will be held responsible for all assignments in the class for which you are scheduled until this process is completed.

10. **Please Note**: the last day for Grade 6-10 schedule changes is Monday, September 5th. There will be no schedule changes after this date without special approval from the Principal. In regards to IB subjects, due to the high subject content of each syllabus it is not possible to change IB subjects after Monday, September 26th.

    **No class may be dropped after the end of the first trimester.**
SCHEDULE CHANGE PERMISSION FORM

Student’s Name: ___________________________ Grade: ____ Date: ___/___/_____

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<thead>
<tr>
<th>Drop Subject</th>
<th>Add Subject</th>
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</table>

Teacher: Approved ☐ Disapproved ☐ Teacher: Approved ☐ Disapproved ☐

Name: ___________________________ Signature: ___________________________

Academic Leader

Agency Principal

US Principal

US Principal’s signature: __________________________________

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Parent/Guardian Approved ☐ Disapproved ☐

Signature: ___________________________

To Student: Return this completed form to the Upper School Office. You will be given a new schedule to present to the teacher of the class(es) you have added. You may not stop attending your scheduled classes or begin attending new classes until this form has been completed and returned to the Upper School Office.
IB SCHEDULE CHANGE PERMISSION FORM

Student’s Name: _____________________    Grade: ____________   Date ____________

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<thead>
<tr>
<th>Drop Subject</th>
<th>Add Subject</th>
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Student: Please state reason(s) for changing courses
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Parent/Guardian – Please Read Carefully Before Signing

I have discussed the above IB course change(s) with my son/daughter and I understand that such changes may exclude entry to certain university and higher education courses in some countries. I will make contact with one of the higher education counsellors if I would like clarification on this matter.

Please check/tick the appropriate box directly below and then sign and date.

<table>
<thead>
<tr>
<th>Parent/Guardian:</th>
<th>Approve change(s)</th>
<th>Disapprove change(s)</th>
</tr>
</thead>
</table>

Name: _____________________
Signature: _____________________
Date: __________

Teacher & Academic Leader

<table>
<thead>
<tr>
<th>Subject Being Dropped</th>
<th>Subject Being Added</th>
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<tbody>
<tr>
<td>Teacher:</td>
<td>Academic Leader:</td>
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<td></td>
<td>Approve</td>
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Name: _____________________
Signature: _____________________

Higher Education Counsellors and Leadership

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<tr>
<th>Initials</th>
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<tbody>
<tr>
<td>Higher Education Counsellor</td>
</tr>
<tr>
<td>Dean of External Programmes</td>
</tr>
<tr>
<td>Upper School Principal</td>
</tr>
</tbody>
</table>

US Principal’s Signature: _____________________

To the Student: Return this completed form to the Upper School Office. You will be given a new schedule to present to the teacher of the class(es) you have added. You may not stop attending scheduled classes or begin attending new classes until this form has been completed and returned to the Upper School Office.
REQUIREMENTS FOR GRADUATION

Graduation Requirements – Diplomas Awarded

ISL offers a standards-based university preparatory curriculum leading to the International Baccalaureate (IB) Diploma or IB Certificates and/or the ISL High School Diploma.

International Baccalaureate (IB)

The objectives of the IB programme are to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding through a shared academic experience. The International Baccalaureate is an academically rigorous two-year programme offered in Grades 11-12 which consists of six subjects, an extended essay, a Theory of Knowledge course and a Creativity, Action and Service component (150 hours). The successful completion of all these requirements results in the IB Diploma, which is an internationally recognised credential for university entrance. IB examinations are externally graded.

IB Certificates

Students who do not opt for the full IB Diploma may elect to sit individual certificate examinations for selected subjects. They are awarded an IB Certificate for each successfully completed course and examination.

ISL High School diploma

All students must earn a minimum of 22 credits which include the following subjects: English: 4 credits, Social Studies: 3 credits, Mathematics: 3 credits, Science: 3 credits, Modern Languages: 3 credits, Other Subjects: 6 credits. Community service: sixty (60) hours is also required for graduation to include a minimum of fifteen (15) hours in each grade 9 to 12.

Grade Point Average & Class Rank Policy

Due to the transient nature of the ISL community and diversity of educational backgrounds of students entering the school during the high school years, class rank and cumulative grade point averages (GPA) are not available or computed for any students at ISL.

A credit is earned by securing a 3 or better in an academic course. An academic course is defined as one in which homework is normally and regularly required. The course is followed for a full school year. Students may earn partial credits toward fulfilment of graduation requirements by participating in other extra-curricular activities such as Band, Choir, certain sports, clubs and activities. See « Student Activities » and « Sports Programme » for details.
The dates of the 3 trimesters for the 2016/2017 school year are as follows:

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Dates</th>
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<tbody>
<tr>
<td>First trimester</td>
<td>August 24 – November 25, 2016</td>
</tr>
<tr>
<td>Second trimester</td>
<td>November 28, 2016 – March 10, 2017</td>
</tr>
<tr>
<td>Third trimester</td>
<td>March 13 – June 16, 2017</td>
</tr>
<tr>
<td>Grade 9 examinations</td>
<td>June 12-15, 2017</td>
</tr>
<tr>
<td>Grade 11 examinations</td>
<td>June 06-09, 2017</td>
</tr>
<tr>
<td>Last day of classes for grade 12</td>
<td>April 05, 2017</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>June 28, 2017</td>
</tr>
</tbody>
</table>

**Last Day of School**

** Please note that Friday June 28, 2017 will be a half-day for all Upper School students.

**Progress Reports**

Progress reports are made available through INSIS Family for each student at the end of each trimester. In addition, the reports are sent by mail at the end of trimester 3. The progress report includes a mark for achievement and an assessment of the student’s approaches to learning. Please allow at least two weeks after the end of term date for progress reports to reach you.

Interim reports or warning notices may be sent to parents by the teacher at any time during the term if they seem necessary. A warning notice or interim report is sent home at mid-term if a student is receiving a ‘3’ or below in any subject, or if his effort and/or conduct are unsatisfactory or are in need of improvement. The teacher may and should, request a conference with the parents of any students whose work, effort, or conduct are unsatisfactory. If necessary, a system of weekly reports may be put into operation to help monitor a student’s progress.

**EXAMINATIONS**

Final examinations will be given in each major academic subject. The exams will last up to 1½ hours for 9th graders and up to 2 hours for 11-12th graders. Grade 10 students take IGCSEs in May and June and so do not take final examinations.

Any student who receives a 2 for the final grade does not receive credit for that subject for the year. This could affect the student’s chance of promotion to the next grade.

Please note: There are no exemptions from final examinations and examinations may not be taken early or at a time other than that published on the examination timetable. In 2016/2017, final examinations take place between June 06-15 inclusive for grades 9 and 11.
THE UPPER SCHOOL LIBRARY AND MEDIA CENTRE

The Upper School Library is open to all members of the ISL community from 8:00am to 5:00pm Monday to Thursday and from 8:00 to 4:00pm on Fridays.

The library is a learning and teaching resource offering printed resources, e-books, audiobooks, as well as a suitable range of online databases and access to external Libraries to support teaching of academic skills and help to develop a life-long love of reading.

The library aims to be a community place, where everyone feels welcome to engage in different activities. For those who need to work quietly several study rooms are available upon request. The only Library Rule is RESPECT. We expect students to respect the Library environment, the resources, as well as behave respectfully towards the other users of the Library.

The Librarian works closely with teachers to ensure that the necessary information fluency skills are taught throughout the curriculum, to effectively prepare our students with the life skills they will need later in life.

Regular reading challenges are happening throughout the year, and the Library is keen to allow students, staff and parents checking out materials for their Summer Reading.

The Virtual Library can be found at http://amazinglibrary.wikispaces.com.

Parent/Student/Teacher Conferences

Two formal conference sessions are held during the school year in Autumn and Spring. There are no classes for students that day and all teachers are available to meet with parents and students. Appointments are arranged via the on-line booking system. Students are expected to attend the meetings with their parents.

It is possible to meet teachers by arranging a conference via the Upper School Office at any time during the school year. Parents should come to the office where they will be met by the teacher concerned.

3 Way Conference Days
20 October, 2016 from 08:30 – 15:30
21 October, 2016 from 08:30 - 15:30

3 Way Conference Days
05 April, 2017 from 14:00 – 19:00
06 April, 2017 from 08:30 – 15:30
Guidance and Support Services

Philosophy for Support Services

The Support Services department is dedicated to creating a welcoming learning environment that fosters academic success and addresses barriers to learning. This department strives to work together with teachers, families and others in our community to foster the healthy development of all of our students.

Personal Guidance

ISL offers personal, career and educational counselling.

The upper school counsellors are available for scheduled or emergency personal counselling. If you have problems which you would like to discuss and resolve in confidence, please do not hesitate to talk to them.

Transition to Post-Secondary Education

The Higher Education Counsellors conduct individual and group counselling to provide assistance in this decision-making process. Following the Planning for Higher Education parent and student meeting in November, the counsellors schedule meetings with all grade 11 and 12 students together with their parents to discuss higher education plans. Representatives from a variety of careers, colleges, and universities are invited throughout the school year to speak to students and conduct workshops to increase students' awareness of the world of work and higher and further education opportunities. The Guidance Office also facilitates higher education standardized testing such as SAT, ACT and PSAT. Every effort is made to help students choose and gain admission to colleges, universities and other institutions of further education that are the right match for them. An extensive collection of prospectuses and catalogues as well as university guides and handbooks is available in the guidance resource room.

Upper School Study Seminar, grades 9-12

Study Seminar is a class designed to support students with assistance in their academic subjects and in managing their time effectively. Success in Study Seminar is individually based as it is designed to meet the specific needs of each student. At the start of each term various topics, including individual areas of strength and challenge, preferred learning styles, study strategies, organisation, successes, and any other areas of concern. With this information, teachers and students work together to set goals and develop, where necessary, study plans and strategies that work best for the student.

Learning Support Programmes

It is the primary aim of the Learning Support Programme to identify students who are experiencing difficulty with their academic programmes and provide, where possible, support to help alleviate the problems. The Learning Support Programme is designated to meet the following objectives:
1. to provide students with information about and practice with efficient ways of learning in school and elsewhere
2. to assist teachers in determining the learning needs of less academic and gifted students so that instructional styles and materials may be successfully adjusted to meet the individual’s specific educational needs
3. to provide limited remedial support services for students referred by teachers or parents
4. to provide assistance for students experiencing temporary difficulty in one or more curricular areas. The learning support teacher and subject teachers provide assistance outside regular instructional time as needed at the request of students and/or parents.
5. to co-ordinate educational and psychological evaluations by licensed clinicians outside ISL in Luxembourg and Brussels.
6. to locate and co-ordinate remedial services that are needed in addition to Study Seminar classes and counsellor tutorials
7. Individual private tutorial services may be scheduled by the counsellor and are paid for by parents.

**TASC (Teacher Assisted Study Class)**

TASC is a study class available to Middle School students who do not take German. Students enrolled in TASC may have just exited the EAL programme or may not be academically ready to handle the demands of taking a further language or the student may need some additional assistance in organisation and study skills.

**Upper School Referral Process**

1. If a parent or teacher has a concern regarding a student, they may contact the Counsellor and/or Learning Support teacher for strategies, interventions and suggestions. The case will be discussed at the next Student Support Team’s meeting.

2. If there is no noticeable improvement over a period of time, a referral form is completed and submitted to the Counsellor.

3. The Counsellor then contacts the teachers to gather information regarding the concerns. The parents are then contacted, if appropriate. A file review and observations are then completed, if needed.

4. A meeting is organised with the parent(s) to identify the student’s needs and develop a plan to follow. The meeting may also include the classroom teacher(s), Counsellor and/or Learning Support teacher. If necessary, a case manager is assigned.
   - If an internal assessment is suggested, parents sign a permission to assess form.
   - If an external assessment is needed, parents are provided with suggestions of assessment services available.
   - If parents refuse to have an assessment completed, the school has the right to inform the parents that the school may no longer be able to provide support services.

5. If an academic assessment is not required, yet services are provided by classroom teachers, Counsellor and/or a Learning Support teacher, meetings are scheduled to follow up on the student’s progress with the assigned case manager.

6. If an academic assessment is completed, a meeting is held to review the assessment results, determine services to provide and develop a Learning Support Plan with the assigned case manager.
7. The Learning Support Plan will be developed with the input of the parents, teachers, Counsellor and if appropriate, the student. The case manager will review the student’s programme and progress on a regular basis. The plan is to include the student’s:

- strengths
- areas of concern
- targets and goals
- suggested methods, instructional strategies, accommodations and
- a statement regarding modifications and related services, if needed.

8. Trimester reporting

- The Learning Support teacher will evaluate the progress made by the student based on the student’s Learning Support plan.
- When appropriate, the learning support and classroom teachers will indicate on the report card any accommodations or modifications used during the grading period by referring to the Learning Support plan. For example a statement may include, “Accommodations and/or modifications were provided in accordance with the student’s Learning Support Study Plan”

9. Services Reviewed

- The Learning Support teacher will review and modify the student’s Learning Support plan prior to the fall and spring parent teacher conferences, which will then provide an opportunity to discuss progress, placement and continued services.
- Based on the student’s progress, services will be modified as needed.

**Learning Support**

This service is provided for a student with mild learning difficulties to meet the individual student’s needs in accessing the curriculum using various service delivery models. These models may include monitoring, in-class support, or individual or small group instruction in a separate setting. Service may include remedial and compensatory instruction, skill development, re-teaching and content support. The learning support teacher collaborates with the classroom teacher in making appropriate accommodations and modifications as detailed in the student’s Learning Support Plan.

**Accommodations**

Accommodations are changes made to the environment, instruction (delivery models) and/or the practices, including assessment, which enable students to access the curriculum and demonstrate learning. The changes are made in order to provide a student with equal access to learning and equal opportunity to show what he or she knows and can do. An accommodation does not change the curriculum content and/or the instructional level.

Some examples include:

**Presentation**

- Large print (14 pt; 20 pt)
- Colour overlay or use of coloured paper
- Fewer items on each page
- Use of a highlighter
- Visual magnification (magnifier or magnifying machine)
- Auditory amplification
**Audio books**
**Text reader**

**Responding**
- Verbal; dictated to scribe; voice recognition
- Recording devices
- Computer with or without spell check/grammar/cut & paste features
- Record answers in test booklet
- Use of assistive technology/keyboarding

**Timing/Scheduling**
- Frequent breaks
- Extended time
- Multiple day (may/may not include extra time)
- Provide classroom notes

**Setting**
- Small group setting
- Private room
- Screens to block out distractions
- Preferential seating

**Modifications**
A modification refers to what is being taught and significantly changes the curriculum expectations for that grade level or significantly decreases the amount and/or content a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences.

Modifications include changes in the following:
- Instructional level
- Content
- Performance criteria
**Learning Assistance Programme (LAP)**

The Learning Assistance Programme offers support by trained volunteers on a one-to-one basis for students of any age with a variety of needs. Student needs may include:
- extension for any of a range of talents or strengths
- support for specific learning difficulties (e.g. reading, mathematics etc.)
- English or other language support
- development of self-esteem
- need for socialisation

A student may enter the programme on the recommendation of a teacher to the LAP Management Team who train volunteers and maintain a data base in readiness for potential student/volunteer matches.

Once a match is made and agreement is reached between the student, the parents and the volunteer the LAP pair meet regularly, usually for a 45-60 minute session weekly during the school day.

Volunteers typically come from within the ISL parent community and receive training in the philosophy and processes of LAP, including managing confidentiality. It is also possible for senior students to become LAP volunteers.
PREPARING FOR FINAL EXAMINATIONS

The preparation that is necessary to be successful on exams includes the seven steps covered below:

**Step 1: Find out as much as you can about yourself as a learner.**
How do you learn best? Understanding yourself as a learner with guide revision strategies.

**Step 2: Find out as much as you can about the formats of your exam.**
How much material must you review? Will the test be objective questions or in essay format or both? This information influences how to study and when to begin.

**Step 3: Organize your material for study.**
Disorganized course materials can lead to disorganized preparation and thinking. Having organized notes and corrected tests to review helps immensely in effective studying.

**Step 4: Plan your study time using the Exam Planning Calendar.**
It is important to have an early start in preparing for exams. An early start allows time to gather and correct previous tests, to photocopy any missing material and to create exam study guides. Exam time is not the time to procrastinate; there is simply too much material to cover in most courses to wait until a couple days before the exam to begin your study.

**Step 5: Use effective study and memory strategies before exams.**
The approach you take in studying will make all the difference in how much you remember and how well you can think during exams. Extensive research has been carried out on effective learning strategies; use the suggestions in this booklet.

**Step 6: Apply useful strategies during an exam.**
Make sure your hard work in preparing for exams pays off. Knowing the material but not following directions carefully will not yield your best grade. Learn how to answer what is asked accurately and completely. Read all the questions carefully and make sure you turn over every page of the question paper!

**Step 7: Learn the 10 strategies for studying and exam success.**
Preparation for final exams actually begins on the first day of classes. How you study all year long impacts how well you have learned the material and how much you will remember. These 10 strategies should be in the place the entire year. If they are, exams will be much easier to handle and you will end the year positively.

**Step 1:** Find out as much as you can about yourself as a learner.
How organized, motivated and disciplined are you? How do you learn best: by listening, looking or doing? Where is your most effective study location? This knowledge is vital for selecting effective study strategies.
Step 2: Find out as much as you can about the content and format of your exam.
Complete an Exam Information Form that lists each course.

- When is the exam scheduled and how much time will you have?
- What material will be covered on the exam (chapters in the text, stories, books)?
- What kinds of questions will be included (essay or objective: true/false, matching, multiple choice, short answer, diagram identification) and how many of each?
- What suggestions has the teacher made about preparing for the exams?
- Will your teacher provide a review sheet or packet?
- What materials will be needed during the exam (e.g., calculator, compass, specific novel)?

Step 3: Organize your material for study.

- Collect all your previous tests, quizzes and essays; put them in order.
- Put all your notes and handouts in the same order as the tests.
- Have all homework available for possible reference.
- Use teacher review sheets or make your own review pages.

<table>
<thead>
<tr>
<th>English</th>
<th>Social Studies</th>
<th>Mathematics</th>
<th>Science</th>
<th>Languages</th>
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<tr>
<td>[ ] Syllabus</td>
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<td>[ ] Essays</td>
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<td>[ ] Labs</td>
<td>[ ] Vocabulary</td>
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</tbody>
</table>

Step 4: Plan your study time using the Exam Planning Calendar.

- Fill in the Exam Planning Calendar for all courses at least 4 weeks before exams.
- Begin by filling in the scheduled exam date and a “targeted review” the day before the exam. Targeted review should include a final review of more difficult material or a practice test.
• Decide how much material is manageable for review each day and determine your starting date. (For example, to review 7 math chapters, allow one day for each chapter plus the targeted review day.)

• On each review day make a list of the sequence of study activities you will follow; study activities should be spaced in 20 to 40-minutes study units with 5-minute breaks.

• Review days should include going over tests and quizzes, anticipating questions, organizing and synthesizing study material by making study guides.

  **Managing your study time**

• Make a study schedule every day; use now/later lists

• Prioritise assignments

• Know your reading rate

• Estimate the time needed for each subject and beat the clock

• Alternates types of study activities (read-math-read-write)

• Use index study cards and review while travelling to and from school or while waiting in a queue.

• Make a commitment to study a minimum amount of time in each course every night; use the extra time for:
  - telling another person what you’ve learned
  - organizing notes
  - revising notes
  - rehearsing material
  - working ahead
  - practising foreign language material
  - anticipating test questions and making test study guides
  - recording questions for material not understood
  - reworking math problems missed on previous homework or tests

• Monitor your work; evaluate how well you know the material and schedule extra review, if needed.

**Step 5 : Use effective study and memory strategies before exams**

**For improved study**

• Stick to your daily study schedule of “study unit-break-study unit” and check off each step when finished.

• Analyse and correct mistakes or omissions on previous quizzes and tests.

• Figure out what you know, what you can figure out from what you know and what you need to review further or memorize.
• Review for objective tests by:
  o identifying the information to be learned
  o organizing the information
  o using association and memory strategies

• Review for essay test by:
  o understanding causes and effects, controversial issues, trends, theories
  o anticipating questions and creating Questions/Answers organizers
  o recalling key words for retrieval of information and ideas.

**For improved memory**

• Make certain you understand what you are trying to memorize.

• Use index cards to study vocabulary, formulas, key terms; keep sorting what you learned and what you need to learn.

• Use OAR (organize, associate, rehearse)
  o For organization: create concept maps to relate material from different chapters; develop a timeline; use logic; chunk 5-7 items; use different colors on review material; use key recall words.
  o For association: connect with what you know; link with the same location, similar appearance, contrast, cause/effect, part/whole.
  o For rehearsal (recall, not reread): use an MP3 Player, an iPod, paired discussion, simulations.

• Try visualization with exaggeration, contraction humour, colour, motion

• Develop mnemonics such as acronyms, rhymes and first letter sentences.

• Use key recall words or visual/auditory cues.

• Use a multi-sensory strategy (look-say-move).

• Create many memory paths for retrieval.

• Know your alertness cycle and eliminate interference.

• Keep memorizing to a minimum: rely on reasoning when possible.

• Review new material within 24 hours.
Step 6: Apply useful strategies during the exam

- Scan all test questions first
- Plan your time based on the number of points for each question, spend more time on questions worth more points.
- Follow directions carefully; read 3 times and underline key words.
- Make a reference list before beginning the test (e.g., formulas, theorems).
- Answer known questions first to build confidences.
- Be alert to information on other parts of the test that may relate to a question.

For objective questions:

Multiple Choice:

- Check whether to select the single best answer or all possible answers.
- Anticipate answers before looking at the choices.
- Read all answer choices even if you are certain the first or second is correct.
- If you are not sure of an answer, cross out the ones you know are incorrect and guess.
- Watch for words such as always, best, never, none.

Completion/Short answer:

- Read the question carefully and look for grammatical clues.
- If you do not know the exact answer, write down what do you know that relates to the topics for possible partial credits.

True/False:

- If any part of a true-false statement is false, the entire statement is false.
- Be alert for words such as always, best, never, none; they are often indicators of a false statement.
- Check if you are to correct a false statement.

Always/sometimes/never:

- Consider examples that make the statement always true.
- Consider examples that refute the statement.
- If you can give examples to support the statement and can find no counter examples, select “always”.
- If you cannot give any examples to support and refute the statement, select “never”.
- If you can find examples that support and refute the statement, select “sometimes”.
Matching:

- Check if items may be used more than once.
- Of a term is to be used only once, cross out a choice once it is used.
- Read the list completely and begin with the matches you know well.

For test anxiety: *

Before the test:

- Organize your study and prepare well.
- Visualize taking the test successfully.
- Avoid fatigue.
- Use a relaxation CD with guided imagery or body relaxation techniques.
- Call out “stop” when you start to worry and are consumed with thoughts of failing.
- Exercise.

Waiting for or during the test:

- Focus on an object or sound and concentrate on its details.
- Concentrate on deep breathing.
- Scan your body for tenseness and consciously relax your muscles.
- Mentally yell, “stop” and replace your worries with a positive mental image.
- Consider the worst that could happen and take it to an absurd level.

* Adapted from “Becoming a Master Student, David Ellis

Step 7: Learn the 10 strategies for studying and exam success.

1. Find a place to study that has minimal distractions.

Why?
You need to exclude activity and noise that can create interruptions or cause your mind to wander. It is almost impossible not to think and react to what you see and hear. If you need background noise to concentrate, find the level of sound that is least distracting and control the level.

2. Keep your study materials organized.
Why?
Not being able to find assignments, class notes, book, calculator simply wastes time that needs to be devoted to learning.

3. **Make a daily list of assignments and use a monthly calendar for long term planning; divide your study material into small units for spaced study.**

Why?
Several short periods of study time are more effective than one long period. Research shows that study divided into units separated by breaks reduces the total time necessary to learn the information. You lessen the chance of becoming tired and losing concentration. Reviewing for exams over a number of days is more effective than marathon sessions just before the exams.

4. **Estimate the time needed for each unit of study before you begin an assignment (20-40 minutes units).**

Why?
Setting a goal for what to accomplish and how it will take helps you to focus and to avoid distractions that would delay you meeting your goal. In addition, when you achieve your goal, you feel that you have accomplished something positive even if more work lies ahead.

5. **Reward yourself when you meet a goal with a 5-10 minute break.**

Why?
Knowing that you can do something different that you enjoy after you finish your task can help you keep your mind on your work.

6. **Use the study strategies that combine mental and physical activities.**

Why?
When you read and write (marking novels or taking text notes), you force yourself to pay attention. Your mind is active and involved as you decide what information is important and needs to be underlined or written down.

7. **Monitor the effectiveness of your study strategies and be flexible.**

Why?
Effective studying depends on an awareness of whether that task and material are understood. Different learning strategies need to be used for different types of study. The student with a repertoire of strategies and an understanding of when to apply each one is most successful.
STANDARDISED TESTING PROGRAMME

International School’s Assessment (ISA)

International School’s Assessment (ISA) is an annual assessment programme that has been specially developed to measure skills in reading literacy, mathematical literacy and writing for students in grades 3-10 in international schools.

Designed and developed in Australia by ACER, ISA is based on the internationally endorsed reading and mathematical literacy frameworks of the OECD’s Programme for International Student Assessment (PISA).

ISA measures profiles and monitors changes in literacy and mathematical skills across the school, within the class and at the individual student level. It is a culturally broad assessment programme that accurately reports students’ knowledge and ability providing information about the growth of literacy and mathematical skills over time and relevant comparisons between international schools.

Each student completes a series of tests ranging from reading literacy, mathematical literacy, writing and science tests each of which take between 45 minutes to one hour to administer. The tasks are multiple choice and open ended. The tests are administered over two mornings.

All students in the upper school in grades 6-8 and 10 take this assessment in October.

PISA Testing

Every three years all students aged 15 take part in the PISA testing programme in April at the request of the Luxembourg Government.

College Board Examinations (Admissions Testing Programme)

ISL is the Testing Centre in Luxembourg for the College Board Examinations.

Preliminary Scholastic Aptitude Test (PSAT/NMSQT)

The PSAT/NMSQT is a standardised test that measures developed verbal and mathematical abilities important for academic performance at the higher education or university level. It does not measure other abilities, motivation, creativity or additional characteristics that also contribute to success.

The International School of Luxembourg will administer the Preliminary Standardized Assessment Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT) on October 15, 2014.

This test is usually offered to high school students in grades 10 and 11 as part of the university admission process. The PSAT (PSAT/NMSQT) reports provide students and faculty with information that can help identify strengths and weaknesses in academic areas. The students can use this information to prepare for the SAT taken in grade 11.
The SAT Reasoning Test

The SAT is a 3 hours and 45 minutes test that measures the critical thinking, mathematical reasoning and writing skills that students need to pursue college-level studies. Students in grade 11, applying to American Colleges and Universities are encouraged to take their first SAT Reasoning test in November or January.

The tests’ three sections are divided into nine subsections, including a 25-minute essay, all of which are timed separately:

<table>
<thead>
<tr>
<th>Section</th>
<th>Tests Ability to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reading</td>
<td>Understand and analyze what is read</td>
</tr>
<tr>
<td></td>
<td>Recognize relationships between parts of a sentence</td>
</tr>
<tr>
<td></td>
<td>Understand word meaning in context</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Solve problems involving:</td>
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<tr>
<td></td>
<td>Algebra and functions</td>
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<tr>
<td></td>
<td>Geometry and measurement</td>
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<tr>
<td></td>
<td>Number and operations</td>
</tr>
<tr>
<td></td>
<td>Data analysis, statistics and probability</td>
</tr>
<tr>
<td>Writing</td>
<td>Use standard written English</td>
</tr>
<tr>
<td></td>
<td>Identify sentence errors</td>
</tr>
<tr>
<td></td>
<td>Write an essay and develop a point of view</td>
</tr>
</tbody>
</table>

SAT Subject Tests

The SAT Subject Tests are one-hour, primarily multiple-choice tests in specific subjects that measure knowledge or skills in a particular subject and your ability to apply that knowledge. Many colleges require or recommend one or more of the Subject Tests for admissions or placement.

SAT scores are used for college admissions purposes because the test predicts readiness for college work.

There are more than 25,000 high schools in the United States and their courses and grading standards vary widely. Since the SAT is standardized and objective – most questions are multiple-choice – it gives colleges a common yardstick that complements the high school curriculum in a consistent manner. Students’ scores show colleges how ready they are to handle to work at their institutions and how verbal and math skills compare with those of other applicants.

SAT 2016/17 Test Dates and Registration Deadlines

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
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<tbody>
<tr>
<td>October 1, 2016</td>
<td>September 1, 2016</td>
</tr>
<tr>
<td>November 5, 2016</td>
<td>October 1, 2016</td>
</tr>
<tr>
<td>May 6, 2017</td>
<td>April 1, 2017</td>
</tr>
<tr>
<td>June 3, 2017</td>
<td>May 1, 2017</td>
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</tbody>
</table>

These are hour-long tests in specific subjects. Up to three tests may be taken on a given test date. They may no longer be taken on the same day as the SAT Reasoning Test, although they are administered on the same days. SAT Subject Tests are frequently taken at the end of the 11th grade year in certain subjects and in October or November of the 12th grade year in other subjects.
American College Testing (ACT)

The ACT includes multiple-choice tests in four subject areas – English, Mathematics, Reading and Science. The tests measure students’ current levels of educational development in these subjects. The Writing Test, which is optional, measures skill in planning and writing a short essay.

<table>
<thead>
<tr>
<th>ACT Test Dates for 2016/17</th>
<th>Registration Deadlines 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 10, 2016</td>
<td>August 1, 2016</td>
</tr>
<tr>
<td>October 22, 2016</td>
<td>September 1, 2016</td>
</tr>
<tr>
<td>April 8, 2017</td>
<td>March 1, 2017</td>
</tr>
<tr>
<td>June 10, 2017</td>
<td>May 1, 2017</td>
</tr>
</tbody>
</table>

Test of English as a Foreign Language (TOEFL)

The Test of English as a Foreign Language (TOEFL) evaluates the English proficiency of people whose native language is not English. It is an English language proficiency test that is recognized by universities worldwide.

The TOEFL test measures the ability to understand North American English. It is generally required of undergraduates seeking a first degree and graduate students seeking an advanced degree, who intend to study in North America.

The TOEFL is offered at over 300 test centres around the world. TOEFL is now only available in Luxembourg as an Internet-based test. The nearest centre in which this can be taken is:

Key Job, avenue de la Gare, 65. Tel. : 49 06 09 1 or www.keyjob.lu.

Please register with the above if you are interested in taking the TOEFL test.

Non-Standardised External Examinations

Advanced Placement Examinations (AP)

Some students may wish to take Advanced Placement Examinations in certain subjects in Grade 10 or 11. Passing scores in these examinations may give students attending some American universities credit for certain courses normally taken in the first year. The AP examinations are taken in May each year. See the Counsellors for further information.
Language Policy

ISL Language Policy

Mission Statement

Our mission is to provide an outstanding education in a caring international environment, inspiring all our students to reach their true potential and to act as responsible participants in a global society.

Language Philosophy

The learning of language is fundamental to life-long learning and communication. At ISL all teachers are language teachers because language learning permeates the whole curriculum. Through language, our students acquire the ability to think and to learn, to develop social skills and values and to acquire knowledge. Students will:

• learn language to a level required for academic success
• be plurilingual in a multilingual society
• be encouraged to develop cultural awareness and respect
• be encouraged to respect and understand the special linguistic and cultural make-up of our host country, Luxembourg
• be encouraged to maintain and enrich their proficiency in their mother-tongue or best language

Language policy is shaped by three main factors:

• Language Practices – Actual related behaviours of individuals and institutions
• Language Management – The official and unofficial rules regarding the choice and nature of language codes
• Language Ideologies – The understandings, beliefs and expectations that influence all choices made by the language user

(Hornberger and McKay, 2010: 28)

Ideologies

At ISL, we believe that:

• The goal of learning is to gain lasting understanding
• Learning with understanding is enhanced by self-assessment, reflection and thinking about the way we think
• Learning with understanding is facilitated when students construct meaning around the major concepts and principles of a discipline, make connections among the disciplines and apply trans-disciplinary skills
• Learners learn most effectively when they take an active role through enquiry, analysis, problem-solving and discovery
• Learners learn best when they are appropriately challenged, interested in the material, find it relevant and are confident that success is within their grasp
• Learners possess multiple forms of intelligence and diverse ability and have different
learning styles, which are most effectively addressed when teachers differentiate
instructional opportunities

We believe that our role as educators is to inspire students to develop their fullest
intellectual, social, emotional and physical potential. Our curriculum balances instruction in
the core academic subjects of Language and Literacy, Modern Language Acquisition,
Mathematics, Science and Social Studies, with comprehensive instruction in the Arts,
Information and Communication Technologies and Physical Education. English as an
Additional Language is available for students from kindergarten through grade 10, French
is taught from kindergarten and the teaching of German begins in Upper School. As of
August 2011, the IGCSE programme is the curriculum in English, Science, Mathematics and
Modern Languages in grades 9 and 10. ISL is an International Baccalaureate World (IB)
School and runs the IB diploma programme for students in Grades 11 and 12. We aim to
provide a curriculum across the school that will ensure our students are successful and
that they reach their potential by graduating from ISL with the best possible and most
appropriate qualifications which allow them to move on to the next stage of their education.

Philosophy

The International School of Luxembourg believes it is vital that we teach children the
knowledge and skills they need to function successfully within both the community of our
school and the multilingual, multicultural societies in which we live. It is also essential that
we provide our students with the opportunity and motivate them to develop skills to
become lifelong learners, enabling them to take responsibility for their own learning and
well-being. The school considers the following attributes to be of great importance:

• Inquiry
• Critical thinking
• Communication
• Open-mindedness
• Risk-taking
• Creativity
• Reflection

We believe it is equally important that the school together with the family and the wider
community foster responsible attitudes and desirable behaviour, enabling students to act with
integrity and to take responsibility for their actions.

We have a duty to set world-recognised standards of achievement and to enable
students to meet these standards. We believe that instruction should be differentiated to
equably support those students capable of exceeding the standards and students who have
difficulty in achieving them.

We recognise the importance of intellectual, physical and emotional balance by providing a
diversity of sporting, recreational and creative activities.

We do not tolerate any form of discrimination. We believe, moreover, that the school must
offer an environment where children of different nationalities, cultures, backgrounds and
beliefs can learn to know, understand, and respect each other.
<table>
<thead>
<tr>
<th>Philosophies</th>
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<tbody>
<tr>
<td><strong>English Literacy</strong></td>
</tr>
<tr>
<td>Through our literacy programme at ISL, our goal is to enable students to become skilled and confident oral, written and visual communicators and imaginative, productive and empathetic members of a changing, information-rich global society.</td>
</tr>
<tr>
<td><strong>Modern Language</strong></td>
</tr>
<tr>
<td>We believe that using languages is the key to understanding other people's ways of thinking and behaving. Through the study of languages, one learns the beauty and uniqueness of one's own and others' cultures. We seek to stimulate interest, curiosity and enjoyment through the learning experiences. By making our students aware of similarities and differences among languages, we sharpen the focus on individuality and shared human identity. The study of modern languages is essential for international understanding and mutual respect.</td>
</tr>
<tr>
<td><strong>English as an Additional Language (EAL)</strong></td>
</tr>
<tr>
<td>The main aim of the programme is to help students gain competence in English so that they may succeed in the academic programme and integrate fully into the curriculum and the social life of the school. We recognise that it takes time to learn a new language and therefore EAL students must spend a certain amount of time each day in classes designed especially for them. However, we believe that they also benefit from contact with other students in the regular classroom and in the greater school community. At ISL, we aim for an appropriate combination of formal instruction in the language and participation in the regular curriculum and social contacts outside it.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>Social Studies at ISL encourages the systematic and critical study of human experience and behaviour: how people create the world they live in; how the world they live in makes them the people they are. Social Studies at ISL recognises and explicitly acknowledges the human basis of learning experience: it focuses on the human dimension of the curriculum, that area which deals with people and their interaction with their environment, in its historical, geographical, cultural, social, economic and ethical dimensions.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>ISL’s Science Programme stresses the importance of engaging students to strive towards the key objectives of the IB in the active doing of science; providing learning opportunities that stimulate curiosity, encourage risk taking, facilitate investigation and promote positive social interaction. As students proceed through the school, the programme will give them access to a variety of guided experiences which will gradually increase in complexity through grade levels.</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
</tr>
<tr>
<td>It is the goal of the International School of Luxembourg to equip each student with the skills, knowledge, and understanding of Mathematics and to see the importance of Mathematics in the real world. We seek to teach the fundamental concepts of Mathematics as well as the critical thinking skills necessary to use that knowledge wisely.</td>
</tr>
</tbody>
</table>
Music

We believe that all children have musical potential and it is the responsibility of ISL to ensure that this potential is fully developed. The ISL music faculty believes that the music department is a positive environment where students and teachers of different nationalities, cultures, backgrounds and beliefs can, together, encourage learning, and respect for each other. We believe in the necessity for a balanced, comprehensive and sequential programme of musical study from Pre-School through Grade 12, where performance is a fundamental part of the ISL Music Programme.

Theatre/Drama

Theatre is a composite art that is forever evolving in new forms. It nourishes, sustains and extends the human spirit. It is a means of exploring society and relationships within it… It is the application, through play, of energy and imagination to frame, reflect, expose, critique and speculate. These activities should engage and develop the sensibilities of all the students who participate in them.

Visual Arts

The Visual Arts programme at ISL is designed to promote and encourage the study of art as a form of expression and communication. Students engage in studio activities where they will be presented with both perceptual and conceptual projects, leading to a deeper understanding and appreciation for Art. Included with studio activities will be age-appropriate critical and contextual research to help students make connections with their own work and the work of other artists from a variety of cultural and stylistic periods.

Physical Education

Physical Education is an integral part of a student’s education. It makes a great contribution to the health, growth and physical development of the student by teaching skills and concepts for everyday living. Through specific activities, individual, team and life sports it assists the student in developing physical qualities, motor skills and health related fitness.

Management

To learn another language is quite simply and profoundly one of the best ways of learning to recognise the world and to see how others and otherness inhabit. It is an education in differences as a pathway to understanding how to contribute to (...) global citizenship. (Reisz 2010:39)

"The more languages one speaks, the more lives one lives." (Alexander von Humboldt)

Lower School

English as an Additional Language

On entry to the school, students participate in a placement test to determine their stage of language acquisition and which level of EAL is appropriate. All students in Pre-school to K2, and students beyond a beginner level in grades 1 to 5, receive English language support in their regular classroom. Beginner students in grades 1 to 5 receive 40 minutes of English language instruction two times a day in a special EAL classroom, in addition to inclusion
EAL students are tested at the end of each academic year to determine their placement for the following year.

**French Programme**
French instruction begins in K1. Students are assigned to groups on the basis of previous language experience, recommendation of the previous French teacher, student numbers, and placement testing of new arrivals. Although ours is a foreign language programme, we also accommodate native speakers.

**Upper School**

**Language Acquisition**
On entry to the school, students participate in a placement test to determine which level of EAL is appropriate. The EAL programme is an intensive two-year programme. Students can exit the programme at the end of one year of study or upon completion of the full two year course. Grammar, spelling skills, vocabulary and pronunciation, reading and composition skills are all taught. As students must follow the regular curricula in Mathematics, Social Studies and Science, a block called EAL Support is provided to give students extra assistance in mastering the vocabulary and concepts studied in these courses. The EAL teachers also provide some in-class support in the core subjects. EAL beginners are not admitted into ISL after grade 8.

Students are placed in Language classes according to the level of proficiency that they have attained. Selection of students for these classes is made on the basis of past performance and teacher recommendations. All students take French from grades 6 to 10. Most students study German in addition to French, unless they are in the EAL or Learning Support programme. During grade 10, students must take decisions about which languages they wish to continue as part of the IB programme.

**Practices**

*Language wraps itself around, in, through and between everything that we teachers and learners do in the classroom.* (Ritchhart 2002:141)

ISL offers an English language education for the children of both international and local families living in Luxembourg and the surrounding area. The school is divided into two divisions: the Lower School (pre-school to grade 5) and the Upper School which includes Middle School (grades 6-8) and High School (grades 9-12) sections.

**Lower School**

**Literacy**
We acknowledge and value the incredible diversity of language learners in the Lower School, supporting and challenging our students to learn in the way that best suits their level of proficiency, their learning style and their cultural experience. Our programme aims to extend the literacy proficiency and meet the needs of each student from the entry point in our classrooms. To do this, teachers ensure that they have a thorough knowledge of each student as they embark on the learning journey together.
To further enhance the learning of our diversity of learners, we offer a range of additional support approaches:

- Intensive pull-out support for our beginning EAL learners as they become sufficiently proficient with English to be able to effectively access the classroom programmes.
- Additional EAL teaching support within the student’s regular classroom during some literacy periods.
- Learning Support for those students who need some supplementary assistance with literacy learning either in the classroom or in a more intensive pull-out programme.
- Reading Support for those students who need a short term reading skill boost.
- In-class extension for students who are more highly able.

In order to provide a balanced literacy approach, our programme includes:

- Shared, guided and independent reading and writing instruction and learning.
- Language and word study including spelling, grammar, punctuation, vocabulary development and handwriting
- Practical opportunities to develop speaking and listening skills.

As literacy learning occurs naturally in all areas of the curriculum, our language learners learn both about the English language and through the English language so that learning is engaging and meaningful.

**French Programme (K1-Grade 5)**

The Lower School French programme provides opportunities for children to develop basic communication skills as they learn to appreciate other languages and cultures. We respect the developmental aspects of the child by concentrating on oral and aural competency in the early years and introducing reading and writing as first-language literacy becomes established. We believe that a developmentally sound approach to language learning will ensure that our students attain competence and confidence in their ability to communicate in French.

Students participate in a variety of activities that support different learning styles and rates. These might include role-playing, “Total Physical Response”, rhymes, songs, games, reading stories or factual texts, filming, recording, dictations, puzzles, projects, videos, computer-based learning or interactive white board lessons. Many of these same techniques are also used to assess student progress in the skill areas of speaking and listening, reading, writing, research skills and cultural development.

**English as an Additional Language**

The Lower School has a large proportion of students who are learning English as a second (or even third or fourth) language. We support all of these children as they learn English and face the challenges of integrating academically and socially into the school community. The Lower School EAL teachers provide language instruction for students in the early stages of learning English in Grade 1 and above. This takes place in small classes designed especially for English Language Learners. They also provide support in mainstream classrooms for all other English language learners in pre-school to Grade 5, collaborating closely with classroom teachers.

A variety of teaching methods is used in order to accommodate different learning styles, to foster positive self-concepts, encourage cooperation, and to develop an awareness of thinking processes, critical thinking and decision-making skills, which are integral to language acquisition.
The entire faculty, in collaboration with the EAL teachers, promotes understanding and acceptance of cultural differences. Students are encouraged to maintain and develop their native language and culture, enhancing both cognitive growth and second language development.

Upper School

**Language A**
**Grades 6-8**
Literature is at the core of the programme and units are designed around specific texts. Through studying different genres of literature, students will learn techniques of critical reading and effective writing. Students examine the function of structural elements of the plot and its development, identify literary devices in a text, and use those elements to interpret the work. They also learn to analyse the motivations and reactions of literary characters from different historical eras and cultures. The literature for grades 6-8 is chosen for its age appropriateness and its reflection of a diverse array of genres, styles and cultures.

**English Grades 9-10**
**English IGCSE – First Language**
Designed for students for whom English is their mother tongue, IGCSE First Language English develops the ability to communicate clearly, accurately and effectively in both speech and writing. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used.

**English Literature IGCSE**
The syllabus enables students to read, interpret and evaluate texts through the study of literature in English. They develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, students learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting students’ better understanding of themselves and of the world around them.

**French and German IGCSE – First Language (Mother tongue)**
Designed for students whose mother tongue is French or German, this First Language syllabus develops the ability to communicate clearly, accurately and effectively. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

**Grade 11 and 12**
**IB English Language A: Literature**
The English Language A Literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgements.
It is primarily a pre-university course in literature, aimed at students who intend to pursue literature, or related studies, as well as at students whose formal study of literature will not continue beyond this level. The former would normally follow the higher level programme, studying thirteen literary works, (major exemplars of literary excellence), and the latter, the standard level programme, studying ten literary works. Some works will be studied in translation, whilst others will be selected from the target language.

**IB English, French & German Language A: Language & Literature**
The English, French and German Language A: Language & literature courses are new IB courses, with a particular focus on developing an understanding of the constructed nature of meanings generated by language. Two parts of the course relate to the study of language (language in a cultural context, and language and mass communication), and two parts to the study of literature, (texts and contexts, as well as a critical literary study). In addition to major literary works, a selection of texts is chosen from a variety of sources (newspapers, magazines and the internet), as well as from different genres and media.

Most IB subjects offered at ISL, (with the exception of self-taught Language A and French for beginners (ab initio), can be studied at either Higher Level (240 hours of teaching), or Standard Level (150 hours of teaching). The International Baccalaureate Organisation expects all courses to be taken over a two year period, although occasionally some Standard Level language examinations can be taken after one year.

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<thead>
<tr>
<th>SUBJECT GROUPS</th>
<th>SUBJECTS AVAILABLE</th>
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<tr>
<td>Language A</td>
<td>English A: Literature or Language &amp; Literature</td>
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<tr>
<td></td>
<td>French A: Language &amp; Literature</td>
</tr>
<tr>
<td></td>
<td>German A: Language &amp; Literature</td>
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<td></td>
<td>Self-taught A: Literature (SL only)</td>
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</table>

**Language B (Pilot) French and German**
In the middle and upper school, as far as possible, students follow the mainstream courses that are most suitable for their needs. The degree of competence in the language, French and/or German, and the different degree of proficiency a student desires to obtain by the end of his/her study will determine the placement in the different mainstream levels.

**Grades 6 – 10**
Beginners’ language courses in French and German are offered for students who have had no previous or very little experience with the language.
Intermediate language courses in French and German are offered for students with some previous experience of learning the target language. Eligible students usually understand most things in the target language if articulated slowly, they speak intelligibly, but not necessarily fluently or always correctly, they write slowly with occasional mistakes, and they read slowly but with general comprehension.

Advanced language courses in French and German are offered for students with native or near-native speaker competence whose prime objective is to refine already existing high level language skills. Eligible students will speak fluently, correctly and be easily understood, they will write fluently with a good degree of accuracy in grammar, orthography and syntax, and they will read with more or less full understanding.
French & German IGCSE – Second Language
This is an examination designed for students learning French or German as a second language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as students progress through their studies. The syllabus also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Grade 11 and 12
Language B (HL & SL) - English, French & German
The languages B courses occupy the middle ground of the Group 2 modern languages spectrum and are language learning courses for students with some previous experience of learning the target language. The main focus of these courses is on language acquisition and the development of skills up to a fairly sophisticated degree at higher level.

Language B courses give students the opportunity to reach a high degree of competence in a language and explore culture(s) using the language. The core of the course for both HL and SL students considers: social relationships, communication and media, and global issues. Further content is selected from a range of options including: health, customs and traditions, leisure, cultural diversity, and science and technology. In addition, HL students study two works or literature (fiction and/or non-fiction).

Beginner’s French (ab initio) SL
French ab initio is a language course for beginners, designed to be followed over two years by students who have little or no previous experience of learning the language. The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. The course is organised around three themes: the individual and society, leisure and work, and the urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as develop intercultural competence. Through the development of receptive, productive and interactive skills, students acquire the ability to respond and interact appropriately in a defined range of everyday situations.

Language B (Pilot) English
Grades 6 - 8
In the middle school, the EAL language programme is divided into two levels. The intermediate classes receive four blocks per cycle, while the pre-intermediate classes receive eight blocks per cycle. In the high school, there is one language class which receives four blocks per cycle. In all classes, the students are taught the language skills of listening, speaking, reading and writing as well as the grammar, pronunciation, spelling and vocabulary skills that relate to these.

EAL students receive a daily lesson called EAL Support which provides extra assistance
in mastering the vocabulary and concepts they are learning in their core subjects. The EAL teachers also provide some in-class support in the core subjects.

EAL students are tested in May to measure their language progress. The results of this test, supported by recommendations from the teachers, will determine if the student is ready to transition to the mainstream English programme in the next academic year. There is also a possibility that a student could transition during the course of the year if the EAL teacher recommends earlier testing.

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<tr>
<th>SUBJECT GROUPS</th>
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<tbody>
<tr>
<td>Language B</td>
<td>English B (SL/HL)</td>
</tr>
<tr>
<td>Second Language</td>
<td>French B (SL/HL)</td>
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<tr>
<td></td>
<td>German B (SL/HL)</td>
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<tr>
<td></td>
<td>French ab initio (beginners) SL only</td>
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**Mother Tongue Supplementary Programmes**

ISL also hosts and supports the following programmes of mother tongue teaching offered by external organisations:

- Dutch Programme
- Finnish Programme
- French Programme
- German Programme
- Icelandic Programme
- Italian Programme
- Japanese Programme
- Norwegian Programme
- Portuguese Programme
- Russian Programme
- Swedish Programme

Courses are offered subject to demand and to the availability of teachers.

**Bibliography**


STUDENT ACTIVITIES

Middle and High School Student Councils

Students may volunteer as representatives to serve as members of the Student Councils, which sponsor and supervise many student activities in the course of the year. The Student Councils meets once a week.

Theatre Group

A meeting of the drama group will be called early in the school year and interested students are encouraged to attend. Students will receive a quarter credit per production if they faithfully attend meetings, rehearsals and participate in one capacity or another. Each year drama productions take place both in the middle and the high school.

Global Issues Network

The Global Issues Network (GIN) group at ISL is a dual purpose student organisation committed to drawing attention to the most pressing sustainability issues faced by our world. Inspired by the non-fiction book High Noon written by Luxembourgish economist J.F. Rischard and based on his experiences at the World Bank, the Global Issues Network was established in Luxembourg in 2003 and now counts student and school membership from around the world.

The Global Issues Network students at ISL work to:

► Increase awareness at ISL about global topics, i.e. water use and quality, land use and quality, consumption/recycling habits, biodiversity, the plight of disadvantaged individuals and groups, etc. Additionally, Global Issues students have worked to introduce positive changes in regards to recycling around ISL, sustainability in the cafeteria and low energy options for the new Lower School building.

► Promote action locally and abroad to reduce disparities in wealth, improve access to education and health and encourage a realistic and sustainable lifestyle locally and abroad;

► Our annual efforts include a Global Issues morning in the high school, Global Issues activities classes in the middle school, student selected participation in regional and international Global Issues student conferences and fundraising efforts to offer long-term financial support for worthwhile and transparent NGOs who strive to develop sustainability in regard to a noted global issue.

Other Activities

The school offers many activities before, during and after the school day including MUN, Debate, Mérite Jeunesse, Young Enterprise, Band, Choir to name just a few. Activities will be organised according to the interests of the students.
Fund-Raising

Each year activity groups sponsor events to raise money for various charities. All fundraising activities must be approved by the Principal, the Fundraising Committee and scheduled in advance. Student organizations, including school classes, may engage in fund-raising activities, with the approval of the advisor and the Principal of their school. Money raised by student organizations shall be deposited in the Common Charity Fund and any disbursements shall be made from those funds. The Business Manager keeps careful accounts of all monies deposited and all disbursements made from this account. Disbursements from the Common Charity Fund shall be made only upon authorization from the faculty advisor of the student organization concerned.

All School Student Fund-Raising Guidelines

1. Student Fund-Raising for Charity
   a) Any new charity fund-raising ventures undertaken by classes or groups need to be approved by the Chair of the Charities Committee and the section Principal and the dates for any proposed events checked with the Lower School Deputy Principal and the Upper School Dean of Students.

   b) The ISL Fundraising Committee will meet two times a year, in trimester one (September/October) and in trimester three (May/June). Additional meetings may be called if needed. It is the role of this committee to oversee the Common Charity Fund and allocate funds from this, as well as to review any requests for new fund-raising ventures. The Committee is composed of staff and students representatives from the major fund-raising ventures in the school as well as a Business Office representative, staff facilitators and student representatives from the LS, MS and US Student Councils. The Committee may be called upon to release money from the Common Fund to support the work of relief agencies assisting at the scene of major international disasters (eg. Red Cross and MSF assisting in the aftermath of the Japanese tsunami). The decision to release these funds will be made by a majority vote of the committee (this vote may be taken electronically). The committee may choose to undertake supplementary fund-raising to provide this extra support.

   c) All funds raised must be deposited with the Business Office. However, decisions made about the use of charitable funds deposited with the Business Office remain with the individuals responsible for the fund-raising.

   d) Charity fund-raising events need to be placed on the calendar ahead of time so that we avoid competing demands upon the school community.

   e) Fund raising for projects attached to school trips is restricted to those trips with a specific focus on community service (eg. South India CAS trip).

   f) All ISL student charity fundraising efforts will be publicised through the school website.

   g) A checklist of things to be done will be provided to and followed by all charity fund-raising groups:
      - seeking permission from section Principal
      - checking date for event/s with LSDP and USDoS
      - completion of maintenance and technology requests
      - sending out appropriate emails/publicity
      - depositing funds with Business Office
h) Students should not approach corporations for donations directly. If there is interest in seeking donations, it should be coordinated through the ISL Development Officer.

2. Use of the Common Charity Fund
The Common Charity Fund is an additional resource to support existing charities being run at ISL. The individual charities must be student supported and meet set requirements to be eligible for the money i.e. have a specific faculty contact, charity/local contact, and have observable/measurable outcomes. If individual charities are interested in receiving funds from the ISL Common Charity Fund, then they must have student members participate in AS charity fundraising events such as Community Charity Concert, ISL Walk-a-thon and Mayfest.

Requests for Common Charity Fund support should be received by mid-September each school year. The ISL Fundraising Committee will then meet late September/early October to decide on these requests. Fund allocation will be done at the end of the school year and will depend on the following conditions: amount raised during the year for the Common Charity Fund and amount raised by the charity. Only top-up funds will be provided, up to the target set (additional points may need to be discussed and altered with current charities, depending on the amount available in the Fund). Approved by the AS Leadership Team, 15 December 2012/ Amended by the Student Fund-Raising Committee, May 30 2013

3. Student Fund-Raising for School Projects
Any student fundraising for school commitments must meet the following conditions:

a) Fundraising efforts related to ISL must be for school projects which will remain at ISL and the fundraised project must be accessible to a considerable portion of the student body.

b) All projects for which fundraising occur must be initially approved by the appropriate sectional Principal and reviewed by the ISL Fundraising Committee.

c) All funds raised must be deposited with the Business Office. However, decisions made about the use of funds deposited with the Business Office remain with the individuals responsible for the fund-raising.

d) A portion of all fundraising profits, no less than 10%, must go toward the ISL Common Charity Fund to be donated to an ISL based charity or the student selected Common Charity of the year.

e) All ISL student fundraising efforts and achieved projects will be publicised through the Development Office. Relevant project information should be provided to the Development Officer.

f) A checklist of things to be done will be provided to and followed by all fund-raising groups:
- seeking permission from section Principal
- checking date for event/s with Lower School Deputy Principal and Upper School Dean of Students
- completion of maintenance and technology requests
- sending out appropriate emails/publicity
- depositing funds with Business Office

g) Students should not approach corporate sponsors directly. If there is interest in seeking such sponsorship, it should be coordinated through the ISL Development Officer.
School Dances

School dances may take place during the year, sponsored by the Student Council, by classes, or by other school organisations.

The usual school rules are in force during a school dance, including the rule against students smoking or having cigarettes in their possession on the school grounds. In addition, the following rules apply:

- While a dance is in progress, students may not leave and re-enter the school building. A student may leave the dance only to go home and may not return once he/she has left.
- Students are expected to follow the chaperones' directions when a dance is in progress.
- The organisation sponsoring a dance is responsible for making sure the room in which the dance is held is cleaned up after the dance and left in good order.
- Displays of affection at a dance are to be kept within the boundaries of good taste. Students who violate the rules of good taste may be asked by the chaperones to leave. In this case parents will be notified.
- Responsibility for the students ends when they leave the school dance. Parents are expected to collect students promptly at the appointed time.

MUSIC PROGRAMME – BAND AND CHOIR

The Music Programme in the Upper School includes choral and instrumental music. The High School Choir is for students in grades 9-12 and the Middle School Choir is for students in grades 6-8. Both are open to anyone who can sing and enjoys performing. The Instrumental Programme includes Middle School Band, Symphonic Band and Jazz Band.

Instrumental lessons on flute, clarinet, saxophone, trumpet, euphonium, trombone, drums and piano are available through ISL music faculty or peripatetic teachers at the school as private tuition. Voice lessons are also available.

Choir and Band in the High School are extra-curricular but students may earn credits for these activities. In order to receive the 0.5 credit, students must attend scheduled rehearsals regularly and participate in concerts and other musical events as required by the Band and Choir Directors. Students in an instrumental ensemble are expected to attend all rehearsals regularly which normally occur twice per week. They are also expected to attend sectional rehearsals when scheduled. Both the Choir and the Band perform at various school and community functions throughout the year.

Our music students have been selected to participate in Honours Band & Choir Festivals in Munich, London, The Hague, Basel, Vienna and other cities in Europe.
Upper School Instrumental Programme

The Instrumental Programme involves students in the development of playing their given instrument. Through the study of repertoire from a variety of musical styles and periods, students are challenged to perform music at a high level. Students are encouraged to practise on a daily basis to grow as musicians and to meet the musical demands of the pieces and concepts being taught. The result of this hard work and effort is heard through various performances at ISL, the local community and abroad.

The Instrumental Programme includes:

Any Upper School student may join the Band Programme at no extra cost. Instruments can be rented for a very reasonable fee from the ISL Music Department if required. Upper School students wishing to begin a band instrument will need to take private lessons in the first instance to attain the level required to play with the band. This level is normally reached fairly quickly with private lessons and plenty of practice.

Concert Band (grades 6-8) - rehearses twice a week before school on Tuesdays and Fridays.

Symphonic Band (grades 9-12) - rehearses twice a week before school on Mondays and Thursdays.

High School Jazz Ensemble (grades 9-12) - rehearses before school on Wednesday mornings.
Middle School Jazz Ensemble (grades 6-8) – rehearses after school on Wednesday afternoons.

Both Jazz Ensembles are open to students by audition and students will normally be expected to be in the Concert/Symphonic band as well. Students in grades 11 and 12 may count their band participation hours towards their CAS requirements, as agreed with the CAS Coordinator.

In addition to regular rehearsals, members in all bands are strongly encouraged to audition for the various AMIS* honour festivals held throughout the school year. Students who wish to apply, will prepare and record audition materials for the AMIS* International Honour Band, European Middle School Honour Band, and the Honour Jazz Band Festival.

Private instrumental lessons on all wind and percussion instruments are also available through ISL music faculty, peripatetic teachers at the school, or through local music schools. A list of recommended private teachers is available from the Music Department.

School Choirs

The High School Choir meets after school and is open to all students in grades 9-12. There is an emphasis on the development of performance skills, musical understanding, vocal pedagogy and technique. During the first part of the year students prepare and record audition material for the AMIS* International Honour Choir in addition to rehearsing music for a Winter concert held at Place d’Armes in the centre of Luxembourg City. Rehearsals during the second trimester focus on learning music for the Upper School Musical. Past musicals have included; Pirates of Penzance (2009), “Thoroughly Modern Millie” (2010), “Grease” (2011) and “Chronicles” (2014). All students in the High School Choir have the opportunity to audition for the various lead and minor roles. Students who do not have a main role will
supplement the Middle School Choir and are encouraged to act as section leaders. Students in grade 6-8 may participate in the middle school choirs. The Middle School produced “Chronicles” in 2014 as a tribute to ISL’s first 50 years.

*The Association of Music in International Schools (AMIS)*

The Association is an international, non-profit, non-sectarian, politically neutral organisation dedicated to the promotion of excellence at all levels of music education. Its objectives are to advance the education of school pupils and teachers throughout the world by developing their understanding, knowledge and appreciation of music; to advance the education of young people and their teachers in global issues and cultural diversity through the performance and study of music; to promote high standards of musical performance in school pupils of all ages and abilities throughout the world; to promote furtherance of educationally valuable music repertoire.

Information about festivals can be seen at their website: http://amis-online.org.uk/

**SPORTS PROGRAMME**

*Philosophy*

“The primary goal of the International School of Luxembourg is to educate students. ISL believes that a wide offering of extra-curricular and competitive sports adds to the educational experience and promotes the social and physical development of participants. ISL values the intrinsic benefit of sports participation and the spirit of team play. Emphasis is placed foremost on participation, cooperation and good sportsmanship where coaches are teachers and role models for athletes, fostering positive attitudes, teamwork and respect of rules. Participation in team and individual sports at ISL is a privilege, which may be revoked due to inappropriate behaviour or insufficient academic progress. Academics will always take precedence over sports where such decisions must be made.” Good sportsmanship is highly valued at ISL. While ISL takes great pride in winning and success, it does not condone “winning at any cost”. ISL strongly discourages any and all pressures, which might tend to neglect good sportsmanship. We ask all parents to help instil this quality in our athletes by setting a good example at sports events.

*Sports and Academic Eligibility*

The following are regulations concerning school attendance and procedures for academic eligibility.

- All athletes must attend all classes the day before an away game. If they do not attend all classes the day before the trip, they may not travel the next day.
- All athletes must attend all classes the day of a game, or until the designated time of departure in case of away games. An athlete absent from school on Friday is not eligible to participate in competition the following day (Saturday).
- Any athlete “skipping” a class will not be eligible for competition on that day. If he/she “skips” a class on a Friday he/she will be suspended from play for the entire weekend.
- Athletes suspended from school may not participate in practices or competitions until they are reinstated.
- Athletes are expected to maintain their academic standings while participating in the sports programme. The following procedure is intended to assist athletes in this endeavour.
**Procedure for Sports and Academics**

- Coaches will email the team rosters on “First Class” every Wednesday.

- Teachers inform the Sports Director, Principal and student concerned, if any athlete is not meeting the academic or behavioural requirements. The Sports Director will inform the athlete’s coach. The following steps will be taken:

  1st week – **Warning**: Students will be reminded by their coaches to make up work and/or behave as expected and warned of the follow-up consequences.

  2nd week – **Miss Practice**: Students will not participate in practice until any work still outstanding is completed. Teachers inform the coach as soon as work of the required standard has been submitted.

  3rd week – **Miss Game and Practice**: Teachers inform the Sports Director and the Principal if the following week the work is still not completed. In that case the athlete will not be allowed to continue practice nor play games and travel until the academic requirements are accomplished.

- It is the student’s responsibility to ask the teacher before he/she travels about any work that he/she will miss in class or for homework when travelling. Teachers, coaches and parents are expected to assist the student wherever possible.

**Athletes will not be assigned homework, quizzes, tests or exams for the Monday after a NECIS Tournament weekend. However all participants in the tournament must be present in school that Monday unless they have a doctor's certificate.** Occasionally teams are delayed and return from NECIS tournaments particularly late. Under these circumstances, permission may be granted for students to arrive in school the following morning after the first class of the day.

**Pre-season Obligations**

**Physical Examinations**

An annual physical examination is required for all competitive sports. The ISL physical form, must be completed by a physician and submitted, with his/her date and stamp, to the ISL nurse prior to the first team practice. The physical examination covers all sports for one calendar year and may therefore be completed during the summer prior to the year of sport participation. Physical examination forms will be kept on file at the nurse’s office.

**Sports Code**

Athletes and parents of all competitive sports are required to read the “Sports Code”, sign and submit it to the Sports Administrative Assistant prior to participation on a sports team. This is a contract, which clearly states expectations of ISL athletes.

**Housing Commitment**

It is our obligation to house our guest athletes. Therefore it is compulsory for every family of a competitive sports team member to be available to house a minimum of two (2) guest students during each of our weekend home games. Parents are required to read the Housing
Information and sign the “Housing Commitment Form” and submit it to the Sports Administrative Assistant prior to participation on a sports team.

**Sign-Up Session**

Parents of all Under 12 and Under 14 athletes who want to join a competitive sports team must sign-up their child(ren) at a pre-season meeting. This is also a time to meet the coaches, review sports policies, and to receive important information about the season. Please contact the Sports Director if you are unable to participate in this meeting.

**Parental Support**

Our athletes train hard and for long hours and they need your support in many ways:
- equipping them with proper sports gear, especially appropriate sport shoes (e.g. no running shoes for volleyball or basketball)
- providing good and healthy food and drinks at home, as well as for away trips
- allowing enough rest and sleep time to recover from practices and tournaments
- supporting them with their academic work

We encourage the entire ISL community to attend sports events and cheer on our teams.

**Selection**

Participation in the sports programme is voluntary. It is our aim to encourage participation and development in sports for everyone and throughout the season. Therefore we do not restrict membership on our school teams.

Circumstances may make it necessary to limit numbers on certain teams, however, if the number of students who wish to participate is more than can be handled successfully within the limits of our coaching staff and facilities.

Limitations of team squads make it necessary to select players and athletes for games, meets and NECIS tournaments. The selection process is based on skill levels, participation and effort assessed during practices and previous games/meets. Coaches will also consider other factors, such as attitude, leadership and team spirit, when evaluating candidates.

The NECIS Board of Directors has set the following limitations on maximum size of travelling teams:

- Soccer: 16
- Volleyball/Basketball: 12
- Rugby: 12
- Tennis: 10
- Swimming: 60
- Track & Field: 60

To be eligible for a NECIS team, ISL expects full participation in all scheduled team practices. Exceptions to this may only be made if an athlete is committed to team practices with his/her local club, where practice times overlap with ISL practices. Absences due to sickness must be excused prior to practices.
**Time Commitment**

Participation in competitive team sports involves a considerable time commitment on the part of the athlete. Practices are held after school hours and students selected for a team are expected to participate in all scheduled practices.

Students may be authorized to miss a practice for reasons pertaining to his/her academic programme.

Sports events will not be scheduled during times of mid-term and final examinations.

Students participating in competitive sports and being selected for games and meets will miss class time as it is necessary to travel to other schools for competitions. Days out of school for a single sport will not exceed four (4) without specific authorization from the Director. The faculty is aware of sports schedules and will help students balance their academic programme with their sports participation, however, the onus is on the student to advise teachers in a timely manner of their pending absences, to collect homework assignments, to arrange for make-up tests, to borrow class notes from classmates and to keep up with all aspects of academic responsibility.

**Travel**

Travel arrangements for ISL athletes are made by the Sports Department. Details of travel arrangements, with emergency contact numbers, are posted on the Sports page of the Community Portal every Tuesday prior to a trip and in the weekly Sports Highlights. Students will also receive a copy from their coaches. Parents who do not receive this information by Wednesday should contact the Sports Department.

Athletes must travel to games with their team and may only return with parents if written parental permission is given to the coach prior to the trip.

Travel arrangements are made so as to minimize time away from school. Other considerations that come into play are:

- Time for athletes to unwind following a long journey
- Time to eat on the road
- Mode of transportation
- Time to warm-up upon arrival
- Time to take advantage of the culture of the destination

All travelling team members must wear an ISL tracksuit jacket or sweatshirt when leaving ISL and arriving at the host school.

Coaches will advise if passports, visas and other currencies are required when travelling.

If an athlete is injured or becomes seriously ill on a sports trip, so that medical or surgical treatment is necessary, the coach or chaperone in charge will make every effort to inform the child's parent or guardian and secure parental permission before treatment is undertaken. If the parent or guardian cannot be reached, or if the child's condition is such that immediate measures are necessary to preserve the child's health or life, the coach or chaperone in charge is authorised to give his consent to such measures being taken.

Parents are always encouraged to attend sports events at ISL, but it is especially gratifying and encouraging for the team to have parents at away games. Directions to all the away
games are available in the Sports Department office. Talk to other team parents, book hotel rooms if necessary, make a weekend out of it. Come out and cheer on our athletes.

For all further information about the Sports programme, please refer to the Sports handbook.

**NECIS Tournament Dates 2016/2017**

- **Nov 09-12** V/JV Soccer and Volleyball, Amsterdam
- **Nov 09-12** U14 Soccer and Volleyball, Hamburg
- **Nov 09-12** U12 Soccer and Volleyball, Düsseldorf
- **Nov 18** Cross Country, The Hague
- **Nov 09-12** U12/U14 Basketball, The Hague
- **March 08-11** U12/U14 Basketball, Antwerp
- **March 18-19** Swim Meet, Luxembourg
- **May 11-13** Tennis, Hamburg
- **May 11-13** Girls Soccer, Düsseldorf
- **May 11-13** Softball, Bonn
- **May 12-13** Golf, Sigtuna
- **May 18-20** Track and Field Meet, Copenhagen

**SCHOOL TRIP FEES**

Parents are expected to contribute to the cost of school trips in which their children take part, such as field trips, sports trips to season games and tournaments, theatre trips and music trips. Notices are sent home in advance by the sponsors of these trips, detailing the cost involved and setting deadlines for receipt of payment by the school. If these deadlines are not met, student participation in these trips cannot be guaranteed. The school cannot always refund deposits and other payments, even when a child cannot attend. Parents pay for these trips via the ISL Life Account. If a student is unable to participate, a reduction may only be given according to the specific reimbursements granted at ISL at the time of cancellation—i.e. flight with medical certificate, hotel depending on the cancellation policy, etc. Should the school decide to unilaterally cancel the trip, up to 50% of costs incurred, after all attempts have been made to secure refunds from transport, hotels and registration fees etc., will be charged.

**RULES & REGULATIONS FOR STUDENT TRIPS**

In order to be a valid part of the ISL educational programme, all school trips should have a clearly defined educational purpose. Organised field trips with course related goals designed to improve students’ knowledge and appreciation fall within these general guidelines. Students may only participate in school trips or sports trips if all their academic work has been completed satisfactorily before they depart. Students should be in attendance at school both on the day of the trip itself and the day before the trip leaves. Students will not be permitted to participate unless a permission slip signed by a parent is brought to school beforehand. It is expected that students will attend school as normal after returning from a school trip.

Naturally every student is expected to conduct him/herself in a way that reflects credit on him/herself and the school. All normal school rules are in effect during school trips (see above); in addition, certain special rules apply to school trips in particular. It should be made clear that the use of drugs, alcohol or cigarettes is not permitted on any school trip.
Students are expected to be courteous to all chaperones and to any other people connected with the trip (guides, drivers, hostesses, etc.). Directions given by chaperones, whether parents or faculty members, are to be followed promptly and cheerfully. Students may not visit the rooms of students of the opposite sex.

For overnight trips, parents are expected to attend a briefing meeting before their children participate in the trip.

If students are accommodated in hotels or hostels, no student is to be out of his/her room after curfew, unless to use toilets if they are located outside the room. The chaperones will set curfew times according to their best judgement as to what is reasonable or necessary under the circumstances. Anyone outside their own room or found visiting someone else’s room after curfew will be subject to disciplinary procedures, which may include being barred from taking part in activities connected with the trip including games, contests, tournaments or other social events.

When on field trips or walking tours; students are to stay with their groups and with the chaperone assigned. Students are not to go off by themselves without permission from the chaperone or trip leader. At all times, the chaperones must know where every student is.

When a trip is taken to another school, students are expected to be courteous to everyone connected with the host school, including teachers, staff, coaches, parents and students. During games and contests, they must observe the rules of good sportsmanship and be courteous to opponents and officials.

TRANSPORTATION TO AND FROM SCHOOL

Parents are responsible for student transportation to and from school. Upper school students are entitled to free public transportation. New students must bring a passport-size photograph to the upper school office at the beginning of the school year, so they can be issued with a student identification card. This card must be validated, before mid-October, for free bus and/or train transportation between the student’s home and the school during certain hours on days when school is in session. Returning students must bring their identification cards in to the office so that they can be validated for the current school year.

Use of the School Parking Lots

A substantial number of parents drive their children to and from school. Upper School Parents may not drive their cars into the school parking lots between 8:00am and 4:00pm. Thus must follow the directions of the parking attendants. Parents and students using the school parking lot do so at their own risk – the school cannot be responsible for loss or damage to automobiles or their contents. Parents are encouraged to form car pools to alleviate crowding in the parking lot. Certain companies and groups of parents have organised bus transportation to and from school from certain areas.

Students driving on campus

Students may not park on campus. A car may only be driven to school by a student with the written permission of the Director and the vehicle is to be parked in the “Bouillon” car park opposite the ISL campus. Students may only drive other students with written parental consent.
STUDENT HEALTH

Health Services - The health and safety of each child is of paramount importance to the school. However, accidents and illnesses do occur during the school day. In all events every effort will be made to notify parents as necessary. The school nurse is on duty from 08:20 to 15:40 daily during which time first aid for minor injuries and short term care for sick children will be provided. When the nurse is not available, first aid will be rendered by a member of the school staff qualified in first aid. If emergency treatment should be necessary the nurse will call the parents of the student. Should it prove impossible to contact the parents the child may be taken to the Clinique Pédiatrique de l'Etat (Kannerklinik) or on call clinic. Every effort will be made to make contact with the parents or designated contact person. Please therefore make sure that your child's medical and permission form has been returned to the school and that contact numbers are updated. The nurse is also available to you should you wish to discuss any problems concerning your child's health or as a resource for health related information. Please be sure to inform the nurse of any pertinent information regarding your child's health (e.g. chronic health conditions such as asthma, allergies, or if they contract an infectious disease).

Administration of Medication at School - When it becomes necessary for a child to receive medication at school, the following procedure is followed:
1. Return the "Administration of Medication at School" form that can be found hereafter or on the school website.
2. Medication should be brought to school in a container appropriately labeled by the pharmacist or the physician. Please include a copy of the prescription with the medication and request two containers, one for home and one for school.
3. Medication will be kept in the school nurse's office and will be administered by the school nurse or other authorized personnel in her absence. Exceptions to this may arise in some cases (e.g. asthmatics) where children are able to self-administer inhalers.
4. Students should take their medication administration form to the nurse's office and report there at the appropriate time to receive medication. The child/parent should also be responsible for picking up the medication to take home if needed.
5. A written record of administration will be kept in the child's health information file.

Annual Medical Examination - The school requires all students to undergo a physical examination upon entrance to the school and annually thereafter in compliance with Luxembourg law. The examination is to be conducted by a physician of the family's choice and the findings to be recorded on the form that is provided by the school with report cards at the end of the previous school year or in admission packets for new students. If mailing the physical form to school over the summer please mark for the attention of the nurse. The completed form should be returned to the nurse’s office by the first day of school. The required annual physical examination is complete enough to serve all the school's purposes to include participation in the after-school intramural sports programme. Your child will not be allowed to participate in any extracurricular activity until this form is on file at school.

Information and Permission Form - This form must be completed and returned to the nurse’s office upon entrance to the school. The information provided on the form provides authorization to act on your behalf in a medical emergency and to give specific medication(s) to your child as needed. This form must be on file before participation will be permitted in extracurricular sports.

School related accidents/injuries - Students attending ISL are covered by obligatory government insurance furnished by the Association d'Assurance Contre Les Accidents (AAA). Students are covered for medical costs arising from accidents which occur at school, while
taking part in official school-sponsored activities, whether on or off school grounds, and while going to and from school.

If your child sustains an injury that requires medical care during school time or at a school sponsored event Luxembourg law requires the accident to be declared to the Association d’Assurance Contre les Accidents. All injuries requiring medical attention must be declared to the Association within 8 days of the accident in order for reimbursement of medical expenses to occur.

If your child has seen the school nurse or a sports coach you will be given instructions on how to proceed. If, however, your child comes home and complains of having been injured or involved in an accident and has not told anyone in school, please inform the school nurse immediately.

For injuries that require medical attention, the treating doctor or hospital must be informed that the accident is an ‘Accident Scolaire’.

Please forward the medical certificate that you will be given at the hospital to the school nurse. This contains details of the hospital visited, and the doctor's name and code which are all needed to complete the accident declaration form. If you are not given this certificate, please ask for these details. The declaration form cannot be submitted without these details. Please also include the child’s matriculation number.

The school nurse will complete the accident declaration form and submit it to the Association d’Assurance Contre les Accidents. This association communicates directly with parents regarding accident declarations and not the school. You will then be sent a letter containing a reference/registration number (U2014/…..) which you should use in all future correspondence with the association. If you receive invoices please forward them with the reference number to the address on the letter.

This procedure is the same for all school-related injuries whether they occur in Luxembourg or abroad.
 ADMINISTRATION OF MEDICATION AT SCHOOL

All medications must be brought to school in their original container and properly labelled by a physician or pharmacist. If something is to be given over several days, ask the pharmacist for a separate container to be kept at school. You or your son/daughter should deliver the medication to the nurse’s office along with this completed form. The medication will be administered according to directions. I understand that this medication will be destroyed if not collected by you within one week of the order.

Child’s Name ______________________________________________________

Medication _________________________________________________________

Condition for which drug is being administered _____________________________

Dosage ____________________________________________________________

Route of administration (orally, topically) __________________________________

Date to begin medication _______________/Date to end ______________

Time of administration _________________________________________________

Any side effects of drug _______________________________________________

Prescribing physician’s name ___________________________________________

Prescribing physician’s telephone number _________________________________

By signing below, I give permission to the authorized staff at the International School of Luxembourg to administer the above medications as directed.

____________________               ________________________________
Date     Parent’s signature

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EXITING ISL

A family leaving ISL must confirm this with a registered letter to the Business Office.

Families exiting ISL must request, in writing, any records and/or transcripts that they require for future use. The normal practice is that the school to which the student is moving will send a request for transcripts and records to be sent directly. Only under certain circumstances is it possible for records to be carried by hand.

All students leaving ISL must request an exit form from the Upper School Office which must be completed and submitted before records can be released.
**WHO DO YOU CONTACT?**

**STEP 1**
- day to day education concerns
- classroom concerns
- activities
- relationships
- requirements

Teach → YOU
- US Dean of Students
  → Student Well Being
- Sports & P.E. Director
- LS/US Counsellors
  → Social/Emotional Support
- US Career Counsellors
  → University Support

**STEP 2**
Issues unresolved from Step 1 or general matters

- LS Deputy Principal
  → LS Matters
- Assistant Principal
  → Early Years
- US Deputy Principal
  → M5 Matters
- Dean of Ext. Programmes
  → IB/GCSE Matters
- LS/US Assistant Principals
  → Teaching and Learning

**STEP 3**
Issues unresolved from Step 2

- LS Principal
  → YOU
- US Principal
  → YOU

**STEP 4**
Issues unresolved from Step 3 or whole school issues

- YOU
  → Director

For more detailed information, specific examples, and current contact information refer to page 2 of this Contact Guide.
GENERAL COMMUNICATION POINTS

1. Students should make their Classroom teacher (Lower School) or their Home Room teacher (Middle School) or their Advisor (High School) their first point of contact, unless they wish to consult the Counsellor on a personal matter.

2. Parents are encouraged to make maximum use of information sources such as the Parent Handbook Highlights, Parent Information meetings, teacher interviews and Coffee Meetings in order to be well informed on school matters.

3. We encourage open dialogue between parents and teachers. We ask that you pre-arrange a time to speak with your child/daughter's teacher rather than running the risk of having them having to leave for a class or a meeting.

GENERAL GUIDELINES

- find the solution sought at its source
- gain first-hand information
- get the complete story
- achieve a quick response
- support the concept of sharing of information as an aid to assisting your child’s learning

WHO TO CONTACT AND WHY...

1. TEACHERS
   - subject/course information
   - class equipment and requirements
   - homework
   - student behaviour
   - curriculum information
   - subject/course information
   - project or research requirements
   - student progress
   - classroom and school relationships
   - questions about general day-to-day routines and expectations
   - teaching or classroom incidents
   - missing items
   - field trips and excursions
   - first point of contact for students in relation to class, curriculum or general school issues

2. LS SCHOOL DEPUTY PRINCIPAL
   - Mr David Walker
   - Lower School Matters

ASSISTANT PRINCIPAL FOR EARLY YEARS
   - Ms Beynade Heathstone
   - Early Years Matters

US DEPUTY PRINCIPAL
   - Mr Philip Keach
   - Middle School Matters

SCHOOL COUNSELLORS
   - Mrs L. Garven & Ms Patricia Andresson (US)
   - Ms Kathleen Jones, Ms Keri Williams (LS)
   - Social/emotional support

DIRECTOR SPORTS AND PE
   - Mr Neil Spencer
   - NCEA/sports competition, coaching, team trips and issues

US CAREERS COUNSELLORS
   - Ms Marjorie Byrne, Mr Martin Cockson, Mr Daniel Hiest
   - Higher education counselling, support and university applications

UPPER SCHOOL DEAN OF STUDENTS
   - Mr Philip Harvey
   - Student wellbeing and behaviour

ASSISTANT PRINCIPAL – Teaching and Learning
   - Ms Sarah Isaac (LS), Ms Nancy Scudieri (US)
   - Curriculum, Teaching and Learning

DEAN OF EXTERNAL PROGRAMMES – IB/GCSE
   - Mr Robert Staniford
   - IB & GCSE Matters

3. LS PRINCIPAL
   - Ms Patricia Angoy
   - school issues
   - broad issues involving the particular school section - e.g. homework policy, student behaviour or morale
   - communication and information relating to the section of school and its operation
   - student reporting structures
   - tutoring
   - school trips
   - first point of contact for teachers in relation to professional and personal issues

4. US PRINCIPAL
   - Mr Michael Hitchman
   - overall school operations
   - whole-school issues such as implementation of school policies and security
   - recruitment and allocation of teachers
   - community / school communication
   - relations with the ISL and Luxembourg community
OTHER IMPORTANT CONTACTS

HEAD OF ADMISSIONS
Admission
Enrollment

HEAD OF BUSINESS
AND FINANCE
Accounts
Staff Salaries
Financial transactions
Government relations
Subsidies
Ordering resources

LS/US Nurse
Health
Absence

HEAD OF HUMAN
RESOURCES
Staff Recruitment
Contracts/Permits
Personnel Files
Staff Integration
Staff Support
Staff Handbook

HEAD OF
INFORMATION
TECHNOLOGY
Hardware/Software
Servicing
Internet
First Class

HEAD OF MAINTENANCE
Buildings
Facilities
Cleaning
Safety
Security
Room Bookings

HEAD OF DEVELOPMENT
Fundraising
Philanthropy
Alumni

HEAD OF COMMUNICATIONS
AND MARKETING
Internal Communications
External Communications
Media
Marketing

BOARD OF GOVERNORS
Stewardship of School
Strategic Planning
Operational Policy
Financial Policy

CURRENT CONTACT INFORMATION

HEAD OF ADMISSIONS - Ms Henriette Rosenkvist; Assistant: Ms Monika Pasiak
HEAD OF BUSINESS AND FINANCE - Ms Ruth Smiley
LOWER SCHOOL NURSE - Ms Roxzanna Eaton
UPPER SCHOOL NURSE - Ms Carrie Cannon
HEAD OF HUMAN RESOURCES (HR) - Ms Erica Bastian
HEAD OF INFORMATION TECHNOLOGY (IT)
HEAD OF DEVELOPMENT - Ms Margot Parra
DIRECTOR OF MAINTENANCE - Mr Steve Zeimes
HEAD OF COMMUNICATIONS AND MARKETING - Mr Christian Simon
BOARD OF GOVERNORS - Chairman: Robert Deed
GENERAL COMMUNICATION POINTS

1. Students should make their Classroom teacher (Lower School), their Home Room teacher (Middle School) or their Advisor (High School) their first point of contact, unless they wish to consult the Counsellor on a personal matter.

2. Parents are encouraged to make maximum use of information sources such as the Parent Handbook, Highlights, Parent Information meetings, teacher interviews and Coffee Meetings in order to be well informed on school matters.

3. We encourage open dialogue between parents and teachers. As teachers are busy people, we ask that you arrange a time to speak with your child’s teacher rather than running the risk of them having to leave for a class or a meeting. Please make prior contact either directly by email or phone, or via the Middle or High School office.
## DIRECTORY

### Central Administration

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Director</td>
<td>Nicki Crush</td>
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<tr>
<td>Head of Human Resources</td>
<td>Erica Bastian</td>
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<tr>
<td>Head of Business and Finance</td>
<td>Ruth Smiley</td>
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<td>Head of Technology</td>
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<td>Head of Admissions</td>
<td>Henriette Rosenkvist</td>
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<td>Head of Development</td>
<td>Margot Parra</td>
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<tr>
<td>Head of Communications and Marketing</td>
<td>Christian Simon</td>
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<tr>
<td>Director of Maintenance</td>
<td>Steve Zeimes</td>
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### Upper School Administration

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<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Michael Hitchman</td>
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<tr>
<td>Deputy Principal in charge of Middle School</td>
<td>Philip Keech</td>
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<tr>
<td>Assistant Principal – Teaching and Learning</td>
<td>Nancy Squicciarini</td>
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<tr>
<td>Dean of Students</td>
<td>Philip Harvey</td>
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<tr>
<td>Dean of External Programmes (IB, IGCSE)</td>
<td>Robert Sinclair</td>
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<tr>
<td>US Office Coordinators</td>
<td>Stefanie Yderstrom/</td>
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<td>Sarah Tausendfreund</td>
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<td>Francine Phillips</td>
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<td>Receptionist</td>
<td>Lisy Knepper</td>
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<td>Higher Education/Careers Counsellor</td>
<td>Maribeth Byrne</td>
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<td>Martin Cookson</td>
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<td>Daniel Hiest</td>
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<td>Counsellors</td>
<td>Lou Gervais</td>
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<td>Patricia Andersson</td>
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<td>Assistant to Counsellors</td>
<td>Sandrine Le Ber</td>
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<td>Upper School Nurse</td>
<td>Carrie Cannon</td>
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<tr>
<td>CAS Coordinator/GIN Coordinator</td>
<td>Valérie Isbecque</td>
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<tr>
<td>IB Office and GIN Administrative Assistant</td>
<td>Ailbhe O’Flaherty</td>
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<tr>
<td>PE and Sports Director</td>
<td>Neil Spencer</td>
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<tr>
<td>Assistant to PE and Sports Director</td>
<td>Antoinette Faucheux de Bergerac</td>
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### Faculty

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<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams Elizabeth</td>
<td>English Language A/ToK Coordinator</td>
</tr>
<tr>
<td>Agraz Carlos</td>
<td>Social Studies and Business Management</td>
</tr>
<tr>
<td>Agraz Emily</td>
<td>Middle School Learning Support</td>
</tr>
<tr>
<td>Austin Laura</td>
<td>High School Learning Support</td>
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<tr>
<td>Bahrich Jim**</td>
<td>Science (Physics)</td>
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<tr>
<td>Bennett Philip *</td>
<td>Mathematics</td>
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<tr>
<td>Betts Daniel</td>
<td>Mathematics</td>
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<tr>
<td>Blacklaws Troy</td>
<td>English Language A</td>
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<tr>
<td>Borgen Suzanne</td>
<td>Learning Support</td>
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<tr>
<td>Bouvet Valentine</td>
<td>French Social Studies</td>
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<tr>
<td>Burnett Becky</td>
<td>ICT Integration Facilitator</td>
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<tr>
<td>Burrage Philip</td>
<td>Science (Chemistry)</td>
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<tr>
<td>Cain Sheila</td>
<td>Middle School English/Social Studies</td>
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<tr>
<td>Carolan Orla</td>
<td>French Language B</td>
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<tr>
<td>Caverly Isabelle</td>
<td>French Language A/B</td>
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</tbody>
</table>
Charnaud Tessa** Science (Biology and Chemistry)
Clemons Elizabeth Middle School Science
Coolen Elizabeth Art
Crist Carolyn Middle School Learning Support
Crum Brooke Middle School Mathematics
Cutshall Anne Elizabeth Mathematics
Dahman Rachida German Language B
Davis Kim** Upper School Learning Support
De Mos Bram Middle School Arts
Dimitrakoulakos Demosthenes Music
Dinakaran Priyanathan IB/IGCSE Mathematics
Duxbury Bruce Design and Technology
Dwyer Matthew* High School English Language B/ToK
Ebhohimen Samson Science Lab Technician
Ertel John* Science (Biology and Chemistry)
Flandrin-Jones Hannah English Language B
Foyster David IB/IGCSE Mathematics
Gehlen Ralf German/French Language B
Gravé-Rousseau Guillaume French Language A/B
Harris William Economics/Social Studies/ToK
Hastert Gilbert French Language B
Hasson Katia French/German Language B
Hiest Daniel ToK
Hunkin Richard Social Studies/Geography
Hitchman Susan Science (Biology)
Jack Martin Middle School English Language A and Social Studies
Jakobs Christine Middle School Science
Johnsen Gabrielle German Language B
Lelarge Véronique French Language B
Libbey James** Music/Theatre/ Music Performances Coordinator
Lilyblad Walter Middle School Mathematics/Science
Lorton Olivia Art
Macky Scott Middle School Theatre
McGee James (Bill) Mathematics
Monea Tianna Middle School P.E.
Moran Phil** Middle School English Language A/Social Studies
Morris Craig P.E. / Health
Mulli James Social Studies/Economics/Business Management
Ndarimana Doline English Language B
Neidhardt Denise Middle School English Language A/Social Studies
Nieuwenhuizen Kim French Language B
Northrop Melanie Middle School English Language A/Social Studies
O’Connell Hazel English Language A
O’Riordan Norah English Language B
Owens Donal English Language A
Penn James History/Social Studies
Pereira Christine English
Powell Jane * English Language A/B
Prendergast Dorothee * German Language A/B/ToK
Rakochy Alexander History/Social Studies
Rowlands Judith Middle School English Language B
Ruef Seth Film/Communications and Media
Runnalls Ingrid Mathematics
Schneider Sophie French Language A/B
Schroeter Iris German
Schweifler Annette * Social Studies
Smith Ben** P.E./Health
Smith Helen P.E./Health
Smith Morgan Science (Chemistry)
Smyth Jeremy Science (Biology)
Solomon John Middle School Social Studies / English Language A

Spencer Neil *  P.E. and Sports Director
St-Amand Céline  Middle School English Lang.A/Social Studies/Mathematics
St Louis David  Middle School English Language A/Social Studies
Sweet Lauralynn  English Language B
Tanner Nick  Mathematics
Uren Steve  Science (Physics)
Van Engelen Marion  Library / Media
Vandeweerd Suavis  French Language B
Verlaque Kate  English Language B
Vickers Nicola  Middle School English Language A/Social Studies
Weatherell Steve  ICT
West Mike *  Theatre
Whiting Catherine  P.E./Health
Whiting Matthew  P.E./Health
Wiehe Adelheid  German/French Language B

* Academic Leader
** Advisory Grade Leader

Activity Advisors

Student Council Advisor  HS - Annette Schweifler  MS- Sheila Cain and Nicola Vickers
Yearbook Advisor  Cara Davila
Band  Felicity Bryson / James Libbey / Mette LeRoy
Jazz Bands  Thomas Raoult
Choir  James Libbey
Mérite Jeunesse  Phil Moran
Global Issues  Annette Schweifler / Jane Powell
Debate  Kim Davis / Jim Bahrich
MUN  Melanie Northrop