International School of Estonia

Leading for 30+ years!

Student & Parent Handbook

2026-2027

Primary Years Programme

Middle Years Programme

Diploma Programme

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Note from the Director

Dear Parents, Caregivers and Students,

Welcome to the 2026-2027 school year! Alongside all of our ISE staff, I am honored and pleased to welcome our ISE family members, both returning and new members of our community.

Being clear on expectations and responsibilities, knowing what you can expect from us and understanding our policies and practices is essential for a successful partnership to flourish. Please read and go over this handbook with your children so that we can all ensure that we have common understandings as we proceed through the school year.

Clarity requires that any questions are asked and answered. **This handbook has been updated from last year** and covers most aspects of school but there are always situations that may occur outside of what is contained here. If you have suggestions or questions, please do not hesitate to contact us and communicate with us. I have an 'open door policy' and look forward to building strong, positive relationships with each and every one of you..

We all look forward to working with you, learning with you, and sharing with you as common members of the ISE learning community and family.

Sincerely,

Joseph Levno
Director

About The International School of Estonia

The International School of Estonia offers education for students from Pre-School to Grade 12. This is ages 3-18 approximately. Its curriculum is based on the programmes of the International Baccalaureate Organization and is taught in the English language. The International School of Estonia (ISE) was founded in September of 1995. Technically, ISE consists of two schools, the International Preschool of Estonia and the International School of Estonia. The schools are owned and operated by MTÜ IEAE (International Educational Association of Estonia), a non-profit organization made of the parents of ISE students. The Articles of Association are available in the school office. ISE is recognized by the Ministry of Education of the Republic of Estonia and is fully accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISE is also a three programme (Primary Years Programme - PYP, Middle Years Programme - MYP, and Diploma Programme - DP) International Baccalaureate Continuum School

The ISE Board of Trustees - Proxies of the MTÜ

The ISE schools are owned and operated by the MTÜ IEAE made up of parents and caregivers of enrolled students. The MTÜ is represented by members of the Board of Trustees. The Board of Trustees is responsible for establishing general policies of the school, approving the budget, and the hiring/evaluation of the school Director. The Board members are chosen by the parents/caregivers of ISE students. There is also a consultative School Board made up of a staff representative of each school, a student representative of the high school, a PTA representative, the Director and a member of the Board of Trustees. The Annual General Meeting of the MTÜ, presided by the Director and Board members is open to the public as are the School Board meetings. Executive sessions of the Board of Trustees are not open to the public. As of 01.08.2025, the Chairperson of the Board of Trustees is Anatoli Belov and the Staff representative is Benjamin Heckscher.

Please also note following document describes Board member responsibilities:
School Board/ Board of Trustees Roles and Responsibilities

ISE Vision, Mission and Values

Vision

To be a globally minded community of diverse learners, empowered as agents of change.

Mission

- Support a safe, caring, respectful environment that values creativity, diversity, and inclusivity.
- Develop self-aware learners with the tools for fulfillment in their world and beyond.
- Provide best practice learning that empower individuals to set and reach high standards.
- Encourage students to think globally and act locally.

Values

- Agency
- Belonging
- Excellence
- Contribution

Definitions guiding teaching and learning in the context of global citizenship

High quality teaching and learning is learner centered, explores real-world ideas, enables individual fulfillment and builds competences for life.

Through active local and global participation as agents of positive change, we help to create a sustainable, just and equitable future.

The IBO 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The Universal Declaration of Human Rights

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. The International School of Estonia agrees with and upholds the principles of this declaration.

Administration and Student Support Directory

Position	Name	Contact email
Director	Joseph Levno	josephl@ise.edu.ee
PYP Principal-Coordinator	Ujjala Shroff	ujjalas@ise.edu.ee
MYP & DP Coordinator	Abraham Eifert	abrahame@ise.edu.ee
School Librarian & MYP Personal Project Coordinator	Kadri Tomson	kadrit@ise.edu.ee
Admissions & Activities Coordinator	Reelika Herkel	reelikah@ise.edu.ee
Finance Officer	Helen Kivisoo	accounting@ise.edu.ee
Human Resources	Katre Pohlak	admin@ise.edu.ee
Learning Support Teacher	Emma Palu	emmap@ise.edu.ee
Psychologist / School Counsellor	Katre Lamp	katrel@ise.edu.ee
Dean of Students & EAL Specialist	Valerian Goguadze	valeriang@ise.edu.ee
Office Manager & Wellbeing Coordinator	Tea Mariamadze	office@ise.edu.ee
IT Coordinator	Jevgeni Dubei	jevgenid@ise.edu.ee
Technology Integration Teacher	Dejan Delev	dejand@ise.edu.ee
University & Careers Counsellor	Carrie Guillen	carrieg@ise.edu.ee

Communication Between Home and School

At the International School of Estonia, we believe in the power of strong communication. At any time in the year, parents who wish to review their child's progress are encouraged to contact staff at school to arrange for an appointment. In accordance with this handbook, it is imperative that when a matter first arises to contact the teacher to set an appointment.

All teachers and staff have been asked not to engage in lengthy emails but to simply respond to parent concerns by setting an appointment. **For a balanced work and personal life school related emails should not be sent, and are not expected to be answered after 4 pm.** The aim is to settle concerns or issues at the lowest possible level, starting with the classroom teacher of your student/s.

If, at the conclusion of the first meeting the concern or issue has not been resolved, the next most appropriate ISE staff member will be brought into the conversation (this could be a Coordinaor, the Dean of Students, the school Psychologist, or other ISE support person). It is only when the teacher and the Coordinator are unable to resolve the issue that the Director will be brought into the discussion. Our distinguished teaching staff is ready to help you when a question, an issue, a problem or a concern arrives. Parents can contact teachers by individual school emails available on the school website. Please do not hesitate to speak to your child's teacher. **See the Communication Flowchart below for the appropriate ISE staff member to speak with, first.**

ISE COMMUNICATIONS FLOW CHART

International School of Estonia — Student & Parent Handbook

STUDENTS / PARENTS ←————————————————→ ISE ADMINISTRATION

Clear steps and open channels of communication help our ISE community work well together. Each person and each level of contact is a valued part of the ISE community. As stated in this handbook, the aim is always to settle a concern at the lowest possible level, starting with your child's homeroom or subject teacher. Use the chart below to find who to contact first for a given topic, and what the next step is if the concern still needs support.

Type of Issue	1st Level Contact	2nd Level Contact	3rd Level Contact	4th Level Contact
General / Administrative Issues				
Health & Medication	Wellbeing Coordinator & Advisory/Homeroom Teacher (both in copy)	→ Principal-Coordinator (if teacher unavailable)	→ **Director (medical emergencies)**	–
Leaving Campus During the Day (Sign-Out)	Advisory/Homeroom Teacher	→ Principal-Coordinator / Coordinator	→ **Office Manager**	–
Tuition, Fees & Billing	Finance Officer	→ **Director**	–	–

Type of Issue	1st Level Contact	2nd Level Contact	3rd Level Contact	4th Level Contact
Student Admissions, New Enrollment & Withdrawal	Admissions Coordinator	→ Finance Officer (fees)	→ **Director**	–
IT, Technology & BYOD Support	IT Coordinator	→ Technology Integration Teacher	→ **Director**	–
Cafeteria, Facilities & Lost and Found	School Office*	Office Manager	→ **Director**	–
General Policy Question / Not Listed Above	School Office*	→ Relevant Principal-Coordinator / Coordinator	→ **Director**	–
**"School Office" includes the Wellbeing Coordinator/Office Manager and the Admissions Coordinator.*				

Type of Issue	1st Level Contact	2nd Level Contact	3rd Level Contact	4th Level Contact
Academic Issues				
Classroom, Teacher & Student Concerns	Homeroom/Subject Teacher	→ Principal-Coordinator / Coordinator, Dean of Students, or Psychologist	→ **Director**	–
Attendance & Absences	Notify School Office via ManageBac	→ Homeroom Teacher / Advisor	→ **Principal-Coordinator (repeated/at-risk absences)**	–
Library Books and Library Resources	**School Librarian**	-	-	-
Discipline & Behavior	Homeroom/Subject Teacher	→ Principal-Coordinator (Dean of Students may join at any stage)	→ **Director (final arbiter; may convene a Discipline Committee)**	–
Bullying, Safeguarding, etc — Reporting a Concern	Any Trusted Staff Member	→ Dean of Students (Incident Report filed)	→ Principal-Coordinator or Student Support Team	→ **Director**
Formal Student Complaint / Grievance	Teacher	→ Advisory Teacher / Principal-Coordinator / Coordinator	→ Director	→ **Board of Trustees (last resort, in writing)**
IB Programme / Grade Complaint (EUR)*	Subject Teacher	→ **Principal-Coordinator (MYP/DP)**	–	–

Type of Issue	1st Level Contact	2nd Level Contact	3rd Level Contact	4th Level Contact
Academic Issues (cont.)				
Counseling, Learning Support & SST	Teacher	→ Learning Support Coordinator or Teacher, School Psychologist / Counsellor	→ Student Support Team and Principal-Coordinator / Coordinator	**→ Director (final decision, e.g. placement)**
Field Trips	Classroom / Trip-Organizing Teacher	**→ Principal-Coordinator / Coordinator**	–	–
University & Careers Guidance	University & Careers Counsellor	**→ MYP/DP Coordinator (if needed)**	–	–

Highlighted contacts mark the final level of contact for that issue within ISE.

All exits from campus are checked by the Security Guard at the gate against a valid sign-out slip.

As a courtesy to staff, school-related emails are not expected to be answered after 16:00.

For anything not listed above, please start with the School Office (office@ise.edu.ee) or see the Administration & Student Support Directory above.

**If a grade-related complaint concerns an IB-moderated assessment, the DP Coordinator may pursue an Enquiry Upon Results (EUR) with IB Answers, the IB Organization's external review service.*

ISE SENIOR LEADERSHIP TEAM (SLT)

The Director has overall responsibility for the leadership of the school. The **Principal-Coordinator / Coordinator** provides organizational and pedagogical leadership, and with the support of the **Dean of Students** are in charge of the day to day running of the school involving all stakeholders (staff, students, parents/caregivers) ensuring the implementation of the IB programs and positive behavioral support of the students at ISE.

Director	Joseph Levno	josephl@ise.edu.ee
PYP Principal-Coordinator	Ujjala Shroff	ujjalas@ise.edu.ee
MYP and DP Coordinator	Abraham Eifert	abrahame@ise.edu.ee
Dean of Students	Valerian Goguadze	valeriang@ise.edu.ee

STUDENT SUPPORT TEAM

The **Learning Support Coordinator** has primary responsibility for managing the student support service team and services offered at ISE. In the absence of a Learning Support Coordinator the Student Support Team members will collaboratively manage student support at ISE. The **Dean of Students** supports students and staff to ensure an environment of mutual safety and trust and has the responsibility of management of student behavior, investigates and implements action for a restorative approach to addressing disciplinary issues, which focuses on developing and maintaining those behaviors necessary for a sound learning environment. **The School Psychologist** and **Wellbeing Coordinator** supports student well being.

Student Support Directory (Care Team includes below plus Director)

Learning Support Teacher	Emma Palu	emmap@ise.edu.ee
Dean of Students	Valerian Goguadze	valeriang@ise.edu.ee
Psychologist	Katre Lamp	katrel@ise.edu.ee
Wellbeing Coordinator	Tea Mariamidze	team@ise.edu.ee

Here is the Student Support Handbook for further details.

SCHOOL DAY

School Calendar

The official school calendar is available on our website.

Daily Schedule

Arrival-All days

Main gate opens	07:50
Homeroom - PYP	08:30-8:45
Homeroom - MYP	08:35-8:40

While Diploma students may arrive earlier, all other students should arrive at the school no earlier than 08:15. Please note that teachers must be in classrooms at 8:30 and students should not enter their class until a teacher is present. Some DP classes may be held after 16:20 - see Timetable for details.

Dismissal-Monday, Tuesday, Wednesday and Friday

Preschool - MYP 5	15:30
DP	15:30 or 16:15 (as scheduled)
After school activities (optional)	15:30-16:15
Office closes	16:00
Main gate closes	17:30

Dismissal-Thursday

Preschool – MYP 5	14:40
DP	14:40 or 16:15 (as scheduled)
After school activities (optional)	14:45-15:30
Office closes	16:00
Main gate closes	17:30

Dismissal on half days 12:00 (no lunch is served)

Faculty and staff departure

Full days	16:00 (As a courtesy staff may leave at 15:45-except Thursdays)
Half days	12:30

Doors and gates locked 18:00

Schedule / Timetable

The clock in the office is the official school time. In MYP and DP, ISE uses 45-minute class periods, with 5 minutes passing time between classes. In PYP, the day is more fluid. **There are no bells to signify change in periods.**

Period 0 (DP/MYP 5 Estonian)	08:00 to 08:40
Period 1	08:45 to 09:30
Period 2	09:35 to 10:20
Break	10:20 to 10:35
Period 3	10:40 to 11:25
Period 4 (PS/R Lunch)	11:30 to 12:15
Period 5 (US Lunch)	12:15 to 13:00
Period 6 (LS Lunch)	13:00 to 13:50
Period 7	13:55 to 14:40
Period 8	14:45 to 15:30
Period 9 (Activities/DP)	15:30 to 16:15
Period 10 (occasional DP classes)	

PYP students in preschool-PYP 5 will only be allowed to leave school with their parents or with a pre-approved guardian. Parents are required to provide the homeroom teacher/office with a list of those persons who may pick up their child from school. PYP students in upper elementary may come and/or go independently with a written note submitted to the homeroom teacher and the school office.

MYP and DP students in MYP 1-DP 2, unless specified by a parent, may leave school independently after the dismissal time. Parents are asked to notify the school, in writing, of any change in the child's normal arrival/departure routine.

Leaving during the day

MYP and DP students leaving during the school day must have a note from a parent submitted via Managebac in advance. The student will then **get a sign-out slip from the advisory teacher to present to the security guard before departing**. In case the advisory teacher is absent, the programme level Principal-Coordinator should be notified. If for any reason both homeroom/advisory teacher and respective Principal Coordinator are absent Office Manager, after confirming the parent/caregiver note, will issue the permission slip.

ISE can best support the well-being and learning of students when they are on campus. Students over the age of 18, while legally permitted to leave campus at their own discretion, must inform

the DP Coordinator who will inform the parents/guardians that the student has left campus. The departing student must sign out and then sign in.

Off-Campus privileges are granted to DP students at the discretion of the DP Principal/Coordinator.

Students with good academic standing after the first semester in DP1 are eligible to apply for additional privileges based on their schedule. A form is distributed to students who qualify for this privilege. The form must be signed by a parent/guardian and returned to the Principal Coordinator. These students will receive a blue colored, laminated pass to show the guard when leaving.

For security purposes, all students must sign out before leaving campus for <u>any</u> reason.
Unless having a specifically granted Off-Campus Pass, students have to get a sign-out slip from their advisory teacher before leaving the campus.

Late Arrivals
A student will be considered late if he/she is not seated in the homeroom by 08:35. If late, upper school students should immediately report to their scheduled class, not their advisory teacher.

Breakfast/Lunch
ISE operates a cafeteria, serving hot and cold foods. Students are welcome to bring their own lunches and snacks, or to purchase food through the cafeteria. Food purchased from the cafeteria is not included in the regular school fees.
Breakfast is served free daily to students from 8:15-8:35 am. Parents are welcome to eat at the cafeteria for a very small cost.

Lunch
PYP students who choose the main meal will receive a set menu.
MYP and DP students may choose from a variety of items and may pay in cash or by credit. Prepaid accounts can also be arranged with the cafeteria. Information on pricing plans is available from the office or the cafeteria. The weekly cafeteria menu is available in the weekly newsletter sent home by email every Friday.

The school provides cost effective, well balanced lunch options and therefore the purchase and/or delivery of food from outside sources is not allowed.

Recess (Breaks)
All students are expected to go outside for recess, unless excused by parent/doctor request and it is important that students dress appropriately for the weather. In the case of dangerous or unfavorable weather conditions, students will remain inside in a supervised area. The guidelines for indoor recess are as follows:

- temperatures below -10 C, with high wind
- temperatures below -15 C
- an accumulation of standing water, slush, or mud
- heavy rain or lightning conditions

The Wellbeing Coordinator makes the final decision on outdoor recess. In the event of snow, no sledding or snowball throwing is allowed at school or on school trips, unless authorized by ISE staff.

After School

PYP students in Preschool through PYP 5 must be picked up or leave the school no later than 15 minutes after the dismissal time for that student's regular classes or after school activities. If the parent or guardian of a PYP student is late, the homeroom teacher will contact the parent, and the child waits on the sofas by the security station until the parent/guardian arrives, unless the parent allows the child to leave independently. PYP students in grades preschool-5 will only be allowed to leave school with their parents or with a pre-approved guardian. **The school will not provide supervision for students who are not participating and enrolled in school programs after the school day ends. Any students left on campus unsupervised will need to stay in the hallway close to the guard until being picked up by a parent or guardian**

Once parents arrive to pick up their children, the parent, **not the school,** is responsible for the well-being and the supervision of their child. **PYP students are not permitted to play in school or on the playground before and after school without parental supervision**.

After School Activities

After school activities will begin shortly after the start of each semester. These will be enrichment or recreational in nature and are voluntary. Parents are encouraged to plan and offer an after school activity. Shortly after the start of each semester, a registration form will be sent home to parents. A registration fee is required for most activities. For details, please contact the school activities coordinator. Parents are requested to pick their children up punctually after activities finish.

Emergency School Closure

In the event of the necessity to close the school, parents will be notified by email, sms, phone or social media as available. Students will be released only to their parents or guardians, unless the parent or guardian specifically notifies ISE otherwise, in person. The school has arranged for Kalev Spordihall at 12 Juhkentali Street to act as a safe house should we ever need to evacuate the school building. The school has a comprehensive Emergency Procedures Manual, which is available for review in the school office. The Manual details procedures for evacuation of the building in the event of fire or other threat.

ISE follows the Estonian Ministry of Education guidelines regarding cold weather. In all weather conditions, the school is expected to be open for students who wish to come to school. If temperatures drop below negative 24°C for lower school and negative 28°C for upper school, students are not required to come to school. School will seldom be closed at ISE, as the majority of our students do not walk to school. A ManageBac message and an emergency SMS text will be sent in cases of school closure, and communicated via the school Facebook page as well.

Attendance

Consistent attendance is essential for academic success at ISE. Families are encouraged to minimize the number of days that students miss. In particular, parents are strongly encouraged not to take their children out of school for extended vacations. Parents who do are required to notify their child's teachers at least two weeks in advance. Students nor parents should not ask

teachers to assign work in advance, but are expected to check ManageBac for missed assignments.

Expectations

"Students are expected to attend at least **90% of all school days in each semester.** Any student who misses 10% or more of all possible attendance days in one semester is subject to academic probation or retention. If the student is on scholarship or bursary, they may be withdrawn."

Excused absence from studies is approved for specific reasons, only. Examples of such reasons for excused absences are as follows:

1) the student falls ill or the provision of the student with a health service;
2) the road leading to the school is impassable or the occurrence of another force majeure circumstance;
3) substantial family-related reasons communicated promptly by the family;
4) other reasons deemed to be appropriate by the school

The school assesses whether the reasons for absence from studies can be deemed appropriate as excused absences.
The Estonian Basic Schools and Upper Secondary Schools Act

At ISE, students, parents, and staff can communicate openly with the school administration to find workable solutions for any student experiencing punctuality of attendance issues.

Submitting Absence approvals and excuses

If a student is going to be absent for any reason, **parents are asked to notify the school by ManageBac through the attendance tab**. If a student is not in school by 09:00, and the parents have not notified the school, the school may contact the parents to verify the cause of the absence.

Intervention /support measures

When a student falls below 90% attendance for a quarter, the school will apply the following support measures and interventions listed but not limited to what is below:

- discussion with the student
- discussion with the student's parents for possible solutions to further absences.
- discussion with the student and the parents in the presence of the Head of School and/or the Principal-Coordinator for possible solutions to and consequences of further absences.
- a temporary ban on participating in extracurricular activities (including events and trips) at school;
- the duty to stay at school after the end of lessons and perform the prescribed activities

The Estonian Basic Schools and Upper Secondary Schools Act.

Consequences

- If the student is on scholarship, the scholarship may be withdrawn.
- Repeated absences may result in academic probation or retention.

Missing Student Work

Students who miss school are expected to make up all missed work and tests upon their return. The teacher will determine if any additional time shall be allowed for making up missed work or tests, and the following conditions will apply:

- The student will be required to complete any work or tests no later than 2 weeks from the date of the student's return to ISE.
- If future tests or assignments are planned, which will require the student to know information/skills taught during his/her absence, the student will be responsible to "catch up" on that information/skills on his/her own time. The teacher will provide the student with any necessary resource materials needed to complete his/her self-study.
- Certain activities and experiences happen in class, which cannot be duplicated for students who are absent. Therefore, in some cases, it may not be possible for a student who is absent for an extended period, to achieve maximum marks.

In times of Pandemic or the Rapid Spread of a Serious Illness, different attendance expectations may apply.

Students' Rights and Privileges

The school recognizes the rights of individuals and promotes self-expression and freedom of thought and will. At the same time, school rules place certain limitations on the rights of an individual in order to protect the rights of others.

Each student in the school has the right:

- to appeal decisions of teachers in a known, specific, and orderly way
- to participate, increasingly in the middle and higher grades, in developing and improving the rules and standards of student behavior in the school.

Student Council

ISE maintains an upper school and a lower school Student Council. Students become members to the Council by volunteering for the purpose of acting as the students' official voice in dealings with the school community and in particular with the Senior Leadership Team, the PTA and the Board. There is an adult advisor facilitating the Student Council activities.

Students' due Process Rights

Students must be told what conduct is appropriate and what is unacceptable. Therefore, the rules and regulations set by the Administration to govern student conduct shall be distributed to the students in the form of this Handbook, discussed during the first weeks of school in advisory/homeroom class, and revisited during the year as applicable.

Student Complaints and Grievances

If a student has any complaint or grievance about any aspect of the school, they must first raise that concern with the respective teacher. If the teacher does not deal with the matter within a reasonable period of time and to the satisfaction of the student, the matter may be raised with the advisory teacher and/or will be referred to the Principal/Coordinator or the Director. If no redress is

received from the Principal or Director within a reasonable period of time, the aggrieved student may appeal to the Board, in writing, as a last resort.

IB Programme related complaints and grievances

If a student has any complaint or grievance with respect to the IB programme(s), they should first raise the concern with the respective Principal-Coordinator. If necessary, the Coordinator will collaborate with IB Answers to resolve the matter. If the student complaint is in regards to a mark they received on an IB moderated assessment, the Principal-Coordinator will consider whether the Enquiry Upon Results (EUR) re-mark option is appropriate. For further information about the EUR process, please refer to the ISE IB Diploma Programme Handbook.

ISE Child Safeguarding Policy and Procedures

Introduction

The ISE Child Safeguarding Policy seeks to provide support for a caring environment at school that treats each individual respect no matter their background, as well as identify and support students who may not live in a safe, caring or respectful environment at home.

UN Convention on the Rights of the Child

The International School of Estonia endorses the UN Convention on the Rights of the Child, of which our host country, Estonia, is a signatory and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives.

The United Nations Convention on the Rights of the Child includes 54 articles to which governments are expected to be signatories. The principal articles, relevant to ISE, include:

- Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 19: [Governments] must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- Article 39: Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Definition

Abusive behaviour is defined as neglect of a child and/or mistreatment in a manner that endangers their mental, emotional or physical health.

The Role of the School

The International School of Estonia has an institutional responsibility to safeguard and protect children. In this role we need to ensure that students in our care are afforded a safe and secure environment in which to grow and develop. As educators, we have the opportunity to observe and interact regularly with children and over time are in a unique position to identify children who may be at risk. As such, we have a professional and ethical obligation to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

We also have a responsibility as an organisation to take proactive measures within the school that reduce or prevent opportunities, behaviours or actions that may contribute to, or support abuse or neglect.

ISE reserves the right to pursue suspected abuse cases to the full extent of national and international law. Cases of suspected child abuse or neglect may be reported to the appropriate child protection agency in Estonia or the child's home country.

The International School of Estonia will distribute this policy annually to all parents, will communicate this policy annually to students, will provide training for all faculty and staff, and will make every effort to implement hiring practices to ensure the safety of children.

The Role of School Staff

ISE staff regularly familiarise themselves with this Child Safeguarding Policy and annually sign the staff code of conduct. All faculty and staff at the International School of Estonia have a professional obligation to be vigilant towards abuse and neglect and to report their concerns about the well being of any student. Staff is guided to be aware of possible situations where students are being groomed (prepared) for some type of abuse and report it in the same way as abuse of neglect. Reporting and follow up of all suspected incidences of grooming, abuse or neglect will proceed in accordance with procedures within this policy.

While it is not the School's policy to monitor the conditions in which and under which the students live, staff members have a professional obligation to be vigilant towards neglect and abusive behaviour.

For more information please refer to the Child Safeguarding Policy.

While each situation will be handled on a case-by-case basis, it is the intention of the School for one or more of the following to take place once a safeguarding concern has been established, depending on the individual circumstances.

1. Family counseling - the family will be directed to a family counselor in the community. The family counselor will periodically communicate with the ISE school psychologist to ensure that outside counseling is continuing and that the family is making every effort to resolve the problem.

2. Referral to the Estonian Child Protection authority by the Director. If step 1 is not successful or agreed upon, the Director will notify the Estonian Child Protection Authority and ask them to intercede on the student's behalf. Again, if it is considered that the abuse/neglect is unlawful, life threatening, extreme, and/or it is deemed the child should be immediately removed from the home, the civil authorities will be notified immediately and if necessary without parent notification/consent.

STUDENT BEHAVIOR MANAGEMENT

Behaviour Approaches

The behaviour approaches of the International School of Estonia grow directly from our Vision, Mission and Values and the IB Learner Profile. We believe everyone learns best in a safe, caring and respectful community. Behaviour is therefore understood as a form of communication:

when a student behaves in a way that challenges learning or safety, we ask “what is the behaviour telling us?” and use that question to respond with curiosity, repair and learning.

At ISE, we believe that behaviour is a form of communication. All behaviour—whether positive or challenging—provides insight into a student’s needs, emotions, and developmental stage. Our responsibility as educators is not only to respond to behaviour, but to understand it. Through this understanding, we support students in developing the skills, awareness, and responsibility required to thrive within a community that supports all learners with respect no matter their unique backgrounds and abilities.

Behaviour is not viewed as a simple distinction between “right” and “wrong.” Students may experience situations in which they are both affected by and responsible for behaviour. A relational, nuanced approach is therefore essential.

We are committed to building a safe, caring, and respectful environment where all members of the community feel a sense of belonging. This is achieved through a balance of:

- clear expectations
- strong relationships
- restorative practices
- proportionate consequences where necessary

Guiding principles

1. **Behaviour is communication.** Staff respond with curiosity to understand needs, triggers and strengths.
2. **Relationships first.** Positive teacher–student relationships are the strongest protective factor for learning and well-being.
3. **Restorative by default.** Use restorative conversations, circles and repair plans where harm has occurred, and it is safe to do so.
4. **Proportionate safeguarding.** Where there is risk of harm, criminal behaviour, or repeated serious breaches, the school will follow safeguarding and disciplinary procedures.
5. **Student agency and learning.** Students are supported to take responsibility, reflect and practise alternative strategies.
6. **Equity and support for all.** Interventions are applied consistently and with sensitivity to identity, neurodiversity and circumstance.
7. **Partnership with families.** Parents/carers are partners in learning and restoration.

Shared Responsibility

Positive behaviour and student wellbeing are strengthened when students, families, and school staff work together in partnership.

At ISE:

- Students are supported to take responsibility for their actions and relationships.
- Staff create safe, respectful, and inclusive learning environments;
- Parents and caregivers work collaboratively with the school to support learning, wellbeing, and positive behaviour.

Open communication, mutual respect, and early collaboration help prevent conflict and support successful outcomes for students.

What Families Can Expect from ISE

The school will:

- respond to concerns respectfully and promptly.
- communicate significant behavioural concerns with families;
- provide support when students experience conflict, bullying, or emotional difficulty;
- treat students fairly and with dignity;
- use restorative and supportive approaches whenever appropriate;
- work collaboratively with families to support positive outcomes.

Partnership with Families

Families support positive behaviour by:

- encouraging respectful communication and responsible decision-making;
- supporting regular attendance, organisation, and readiness for learning;
- communicating concerns early and constructively;
- reinforcing school expectations and values;
- participating in meetings and collaborative support plans where needed.

Multi-Tiered Behaviour System of Supports (MTSS Framework)

ISE uses a **Multi-Tiered System of Support (MTSS)** to ensure clarity, consistency, and appropriate levels of intervention.

Tier 1: Universal Support – Classroom & Homeroom Teachers

Tier 1 is the foundation of behaviour support and applies to all students.

Key features:

- Behaviour is addressed proactively through teaching, modelling, and relationships
- Teachers lead behaviour management within their classrooms
- Homeroom teachers reinforce expectations across the school experience

Find the behaviour flowchart here.

Essential Agreements

- Each class co-creates a set of Essential Agreements with the teacher
- These reflect ISE values (respect, belonging, responsibility, agency)
- They are visible, regularly referenced, and used to guide behaviour

Restorative Practice at Tier 1 includes:

- restorative conversations
- reflection activities
- informal mediation
- relationship-building routines (e.g. circles, check-ins)

Key expectation:

The **classroom teacher is the first line of response**.

The Dean supports when needed, but does not replace teacher-led intervention.

Find the restorative conversation script here.

Tier 2: Targeted Support – Dean of Students

Tier 2 is used when:

- Behaviour is repeated despite Tier 1 support
- Incidents are more serious or require coordination

At this level:

- The **Dean of Students leads the intervention**
- Restorative processes are more structured
- Parents are informed
- Behaviour is formally recorded and monitored

Support may include:

- restorative circles
- Behaviour support plans
- monitoring and follow-up meetings

Tier 3: Intensive Support – Counsellor / Psychologist

Tier 3 is for:

- persistent or complex behavioural needs
- situations requiring specialist intervention

At this level:

- Counsellor/Psychologist leads
- Individualised support plans are created
- External services may be involved
- Family collaboration is essential

Serious Breaches

Serious incidents (e.g. violence, safeguarding concerns, illegal activity) may bypass earlier tiers. These are addressed directly by:

- Dean of Students
- Director
- Child Safeguarding Lead
- Relevant Principal-Coordinator

A note on Tiers and Levels:

The MTSS Tiers described above (Tier 1–3) identify *who* leads the response — the classroom/homeroom teacher, the Dean of Students, or the Counsellor/Psychologist. The four Levels below identify *what kind* of behaviour has occurred and *how serious* it is. The two work together, not in parallel: a Level 1 or 2 concern is typically handled through Tier 1 (teacher-led) support; a Level 3 concern typically moves to Tier 2 (Dean-led); a Level 4 concern involves Tier 2 leadership immediately and may trigger the Serious Breaches procedure below.

Level 1: Minor Disrespect or Disruption

Examples include calling out or interrupting, off-task or distracted behaviour, refusing a small request, or a rude tone, eye-roll, or mocking comment.

Typical response sequence: verbal reminder and redirection → a warning with a clear expectation, with parent notification → a reflection conversation or short reflection task, with parent notification → seat change or temporary removal from the activity if the behaviour continues, with parent notification.

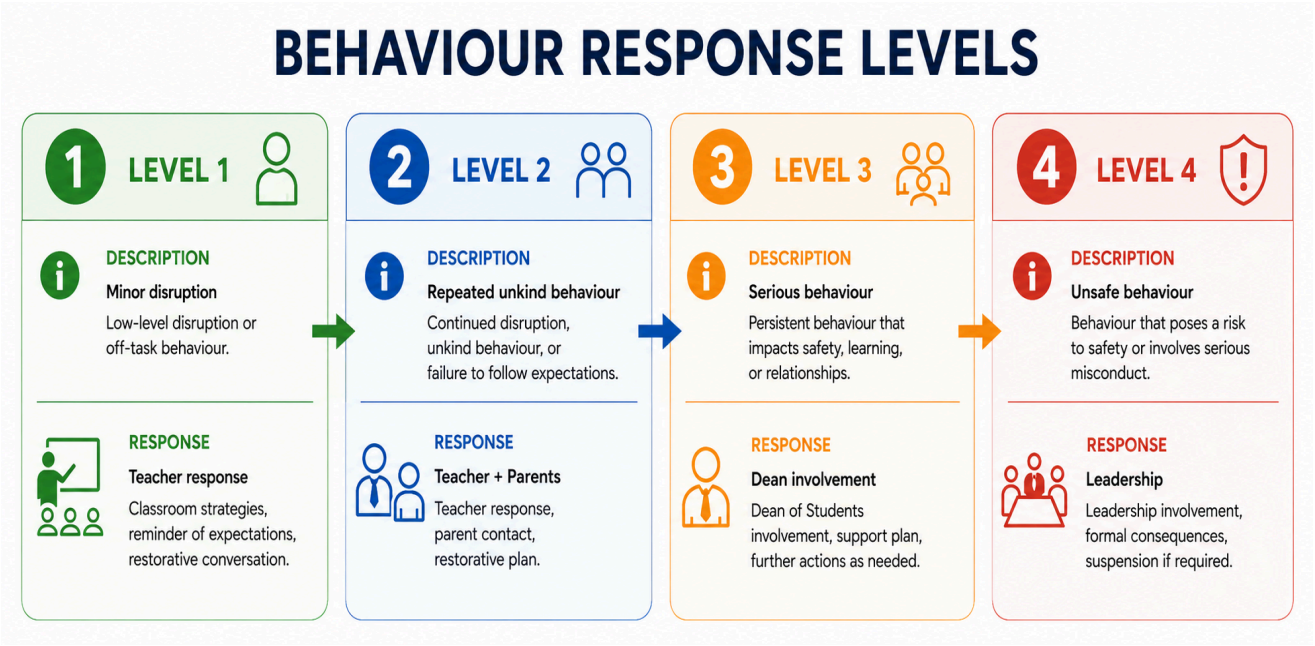
Level 2: Unkind Behaviour or Escalation

Examples include name-calling, insults, repeated unkind comments or gossip, deliberately provoking

another student, or continuing a conflict after being asked to stop.
Typical response sequence: immediate removal from the situation → a restorative conversation, supported by an adult → parent/guardian contact → a break-time or lunchtime reflection.

Level 3: Serious Behaviour
Examples include threatening behaviour, intimidation, throwing objects, deliberate damage to property, repeated harassment, encouraging a physical conflict, or filming/sharing a conflict online.
Typical response sequence: immediate removal from class → an incident report to the Dean of Students → a parent meeting → loss of privileges or social time → a behaviour contract or support plan → in-school suspension where necessary.

Level 4: Physical Aggression or Unsafe Behaviour
Examples include hitting, kicking, pushing, punching, fighting, physical intimidation, unsafe physical behaviour, or leaving a supervised area unsafely.
Typical response sequence: immediate removal from the environment → immediate leadership involvement → parent/guardian contact the same day → a formal behaviour investigation → suspension or another significant disciplinary consequence → a re-entry meeting before the student returns to class.
Consequences may include a behaviour contract with the student and parents, suspension or expulsion in line with school policy and legal requirements. See the ISE Behavior Policy for more details.



Corporal Punishment
Corporal punishment is not allowed under any circumstances, although teachers do have the right and the obligation to physically restrain a student from doing harm to other people, to her/himself, or to property of the school. All such incidents must be reported at once to the Principal/Coordinator or Director. Parents or guardians are not allowed to use excessive discipline or corporal punishment on school grounds.

Prohibited Items

To maintain a safe learning environment, students may not bring to school, possess, use or distribute prohibited or dangerous items or substances on campus or during school-sponsored activities.

In accordance with the Estonian Basic Schools and Upper Secondary Schools Act §44, prohibited items include weapons, explosives and pyrotechnics, intoxicating substances, substances prohibited by law based on a student's age, and any object or substance used to endanger the life or health of another person or damage another person's property.

ISE additionally prohibits replica or imitation weapons, dangerous tools or objects, hazardous substances, lighters and matches, laser pointers, and other items that present a safety risk or significantly interfere with teaching, learning, or the normal operation of the school, unless specifically authorised for a supervised school activity.

ISE is a smoke-, tobacco-, nicotine- and illicit-drug-free campus. Tobacco and nicotine products in any form, including cigarettes, e-cigarettes, vaping devices and heated tobacco products, are prohibited on campus and at school-sponsored activities. Illegal drugs, narcotic or other intoxicating substances, and the misuse or unauthorised distribution of prescription medication are also prohibited. Students who require medication for health purposes should follow the school's medication and health procedures.

Alcohol is prohibited for students on campus and at school-sponsored activities where students are present.

Students who become aware of a weapon, dangerous item or other serious safety concern should report it to a member of staff immediately.
See: **Estonian Basic Schools and Upper Secondary Schools Act, §44**.

Taking Custody of Items, Search and Reporting

Where there is reason to suspect that a student possesses a prohibited or dangerous item, the school may require the student to surrender the item, take custody of it, and take other measures permitted under Estonian law and ISE procedures.

Any search or inspection will be conducted only where permitted by law and in accordance with the procedures outlined in §58 of the Estonian Basic Schools and Upper Secondary Schools Act.

Parents or caregivers will be informed of the taking into custody, search or inspection of prohibited items as required by law and ISE procedures.

The school will immediately contact the police where required by law, including where there is reason to suspect that a student possesses a weapon, explosive substance or substance used for intoxication by narcotic drugs.

Items taken into school custody will be returned or transferred in accordance with applicable law and ISE procedures.

School responses will take account of the student's age, intent, circumstances, level of risk, and applicable ISE behaviour and safeguarding procedures.

Student Device Usage

No Screens Outside Class

Digital devices support learning, but ISE also values reflection, wellbeing, and face-to-face interaction. Devices may be used only during class time for academic purposes and as directed by the teacher.

Students must bring a charged, working computer to class and keep phones on do-not-disturb mode. **Devices may not be used between classes or during breaks, except text-only e-readers. If a student needs to use a device, they may ask a teacher to supervise.**

During scheduled release periods, DP students may use devices for academic purposes in DP Hall and in the PYP Art room when available.

Exceptions may be made on a case-by-case basis. For special circumstances, please contact the Dean of Students. In an emergency, please contact the office.

Consequences

- 1st offense: warning
- 2nd offense: reflective or restorative writing assignment - phone is confiscated by the teacher and returned at the end of the day
- 3rd offense: phone is confiscated by the teacher and returned at the end of the day; service action, following a meeting with the PC or Dean of Students, such as creating a presentation for an MYP assembly or supporting the digital citizenship program
- 4th offense: meeting with the Director and parents, phone surrendered each day, and a firewall filter placed on the student's computer

Ongoing noncompliance with this will be treated as a behavioral incident and should be reported to the Dean of Students.

Bullying

"EVERY BULLY, EVERY VICTIM, IS SOMEBODY'S CHILD."

Anti-discrimination statement

ISE is committed to ensuring that our school is inclusive of all communities and free from discrimination. We pursue policies that champion equal treatment to all students, eschewing discrimination on the basis of gender, gender expression, national or ethnic background, color, disability, sexual orientation, and religion. We affirm a student's right to their own gender identity as expressed in their preferred name/pronoun, clothing, choice of restroom/changing facility and sports team.

What Bullying is

Bullying is repeated (a pattern of), non-consensual aggression (verbal, psychological, digital or physical), conducted by an individual or group against others over a period of time. Bullying is an abuse of power, inflicted in one form or another upon an individual. No one

ever asks to be bullied. Bullying centres on a lack of respect and intolerance of others. It is another form of discrimination. Bullying inflicts pain or distress through many types of anti-social behavior, including, though not exclusively:

Indirect means

- A pattern of exclusion, where students are deliberately and systematically excluded from activities with their peers.
- Spreading malicious rumours about someone in any form, verbally, in writing or on social media.
- Cyber bullying, including unsolicited posting of inappropriate or offensive messages or images on social networking sites.

Direct means

- A pattern of physical violence, including punching, kicking, hitting and spitting.
- Verbal violence, including name-calling and abusive language that may be directed towards factors such as race, physical characteristics, social behaviour, personality, religion, sexuality, family, national origin, academic performance, age or disability.
- Harassment, including unwelcome conduct based on these same characteristics, evidenced by persistently following a person or making offensive requests, including sexual or material demands.
- Intimidation, including using threatening and aggressive behaviour, sending abusive notes, emails, text messages, abusive posts on twitter or any other social network.
- Property violation, including incidents where students may have their property hidden, damaged, stolen or 'borrowed' for unsolicited purposes.

Like most behavioural patterns, bullying is primarily learned and subsequently repeated because it is in some way 'successful' for the bully. Early intervention is vital if the destructive pattern is to be broken. Explaining it away or refusing to believe it is happening simply allows the behaviour to become more ingrained. Potentially, the incidents become more and more serious as do the consequences. Bullying constitutes an unacceptable form of behaviour.

What Bullying is Not

Bullying is *not* an isolated incident of aggression or conflict between children. Disputes take place and will be dealt with accordingly. Unpleasant as these incidents are, they are not bullying and should not be regarded as such. *However, they may constitute a warning sign of potential bullying and should be noted in case a pattern arises.*

AS A SCHOOL:

Protect and support victims

- By providing direct relief from bullying activity.
- By offering the immediate opportunity to talk about their experiences with a suitable adult of their choice and the school psychologist.
- By informing the victims' parents/guardians.
- By offering continuing support and formal counselling as they feel the need.

Change the attitudes and behaviour of bullies

- By offering counselling to remove prejudiced attitudes and change their behaviour as much as possible.
- To facilitate resolution and closure of the problem by focussing on the behaviour rather than the person.

- By taking any of the disciplinary steps described below to prevent more bullying.
- By providing additional close supervision as necessary.

It encourages students to appreciate all people from various cultures and backgrounds and form positive attitudes toward other people and develop empathy.

- By active use in class of ATLs and the IB Learner Profile to create a growth mindset among students.
- Through Student Council activities to promote social support for all.
- By developing an appropriate advisory programme for homeroom teachers.
- By providing Anti-bullying resources through our student support services.
- By using suitable opportunities to discuss appropriate behaviour.
- By displaying anti-bullying information around the school.

ISE will:

- Treat bullying seriously and take all possible action to eradicate it from our school.
- Follow a fair discipline structure. Rules will be simple and easy to understand.
- Deal quickly, firmly and fairly with any incidents, involving parents and school support services.
- Provide counseling for all parties as necessary.
- Regularly review the School Policy.

Action to be taken by ISE staff when bullying is reported or suspected

- Intervene immediately to defuse the situation.
- Speak, separately if possible, to all involved including any witnesses.
- Complete an Initial Incident Report for the school administration.

If bullying is identified by the administration the school will

- Provide help and support for all parties through the school support services.
- Take appropriate disciplinary action against the bullies.
- File a written Bullying Report describing the situation and any action taken.

Disciplinary steps

- Bullies will be warned officially to stop offending.
- Bullies' parents/guardians will be informed.
- Bullies' movements may be restricted.
- The Director may take appropriate action.

AS A STUDENT:

If you feel that you are being bullied

- Be assertive, tell everyone that you do not like what is happening.
- Go straight to an adult, explain what is happening. They are there to help you.
- Stay with friends or other people. There is security in numbers.
- Reacting may make things worse; keep calm.
- Understand that you do not deserve to be bullied and that it is wrong.

If you know someone is being bullied: do something

- Take action! "See something, say something." Watching and doing nothing looks like you

are on the side of the bully.

- This empowers the bully and makes the victim feel further isolated and even more unhappy.
- Act together with others to protect vulnerable individuals. You are stronger as a group than any bully.
- If you feel you cannot get involved, tell an adult immediately. There are ways of dealing
- with a bully without getting you into trouble.

AS A PARENT:

If you feel your child is a victim of bullying, inform the Homeroom/Advisory teacher and/or the Dean of Students immediately.

- Your concerns will be taken seriously, and appropriate action will follow.
- It is best to advise your child not to fight back. It can make matters worse.
- Assure your child that there is nothing wrong with them. It is not their fault that they are being bullied and no one deserves to be bullied.
- Make sure your child is fully aware that they should not be afraid to ask for help.

If you suspect or know your child is bullying others ***you should act immediately to investigate the matter.***

- Talk to your child as soon as possible and try to unravel the facts.
- Inform the homeroom teacher and Dean of Students of your concern and work with them on this issue.
- A child who bullies others may well be experiencing their own difficulties and counselling might be supportive for them.
- Indicate that you want your child to accept such responsibility. Be clear that *you* will not accept your child's behaviour.
- Bullying is often a learned behaviour resulting from the bullies' own experiences. It may help to discuss when they were made to feel badly by someone else.

School and parents ***working together*** can, and do, sort out the majority of these problems. However, please bear in mind that solving these types of problems often takes time and sensitivity. At all times the school support services are available to assist parents in dealing with these matters. Our school psychologist is particularly qualified to help manage such issues.

Academic Integrity

At the International School of Estonia, we promote strong values and ethical behaviour, not only because this is in line with the expectations of the Programmes, but more importantly, because being trustworthy and responsible learners is fundamental to who we are and who we aspire to be. We recognize the critical role the school plays in both the academic and ethical development of each student. Additionally, assuming responsibility for building and maintaining a culture of academic integrity, trustworthiness and behaving in a principled manner extends to the wider school community of students, staff and parents.

Upholding academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. As stated in the IB Learner Profile, all members of the IB community must strive to be "principled", acting with "integrity and

honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere".

Academic Honesty Responsibilities
Students
Academic integrity is developed across the whole school as part of ATL skills development. Students practice skills that are important across the curriculum and help them "learn how to learn". In order to complete work with integrity students will:

- Learn and practice academic integrity as part of their ATL skill development, and be aware that the Coordinators, librarian and teachers are available to offer further advice and guidance.
- Support the spirit of the academic integrity policy both in attitude and action when completing assignments.
- Understand that no assignment is excluded from academic integrity. (MYP/DP).

Families / Tutors
We encourage families to teach and support the ethical values of honesty and integrity, and share ISE's enforcement of the academic integrity policy, especially with regard to work done outside of school. Help and encourage students with schoolwork, but never do it for them.

Academic misconduct is defined as behaviour that results in, or may result in, the student or another student gaining an unfair advantage in one or more assessment components. Malpractice includes plagiarism, peer plagiarism, collusion and duplication of work as defined in the ISE Academic Integrity Policy.

General Data Protection Regulation (GDPR)

ISE is compliant with the General Data Protection Regulation (GDPR) focusing on giving all community members safe places and processes for exchanging information. We are reviewing and updating our procedures and documentation carefully to meet the GDPR goals around privacy, control and transparency to ensure we comply fully with the GDPR. We respect the privacy rights of individuals and their data. Our primary information systems and education platforms: ManageBac, Open Apply, Google Education Suite, SeeSaw are GDPR compliant.

IT Responsible Use Agreement (IT RUA)

Mobile devices are present in the lives of our students. ISE has been a cutting-edge school for many years and recognized for its technology integration practices in the classroom. ISE is a technology integrated school in order to support inquiry and personalized learning. The school offers a wireless network supporting the full spectrum of devices currently available to the students and staff. ISE is a Google Apps for Education (GAFE) school and provides all students starting from PYP 3 to DP 2 with an ISE email account to use for educational purposes. We believe that building a positive school culture that supports the safe and responsible use of technology should include parent involvement. Therefore, we communicate with parents, suggesting resources and strategies on how we can create a safe digital environment for our children.

As mentioned above, no screen use is allowed outside of classes because ISE also values

reflection, wellbeing, and face-to-face interaction. Devices may be used only during class time for academic purposes and as directed by the teacher.

Students must bring a charged, working computer to class and keep phones on do-not-disturb mode

Bring Your Own Device BYOD programme

ISE implements a BYOD programme in the DP and MYP allowing all students to bring a suitable device to school to enrich their learning, enabling them to access online resources and blended learning environments in the classroom.

Students are expected to bring their own laptop, charger, case and other necessary peripherals to school on a daily basis. Reading and agreeing to the BYOD Responsible Use Agreement, as well as taking into consideration the minimum specifications/requirements is a prerequisite for the participation in the BYOD programme. Devices should be fully charged each morning so that learning is not interrupted while attempting to find a charging solution during class time

- Students are permitted to bring their own iPad to school for educational purposes and will be expected to follow the school's rules and guidelines in regards to bringing your own device to school.
- All students are permitted to carry personal mobile communication devices with them during the school day..**Students are required to keep their smartphones on silent mode or off and place these in designated Smartphone Boxes at the beginning of each class.** They can retrieve them during breaks and between classes or if needed for an educational reason as planned by the teacher. This practice aims to reduce distractions and support students' academic success.. Unless necessary for a lesson, mobile phones and social media may not be used during classroom instruction time.

Middle and Upper School families receive, read and agree to the **BYOD Responsible Use Agreement (RUA)** during their first week at the school before they can use their personal device(s) s in school.

Lower School students have their own **IT Responsible Use Agreement (RUA) for Lower School** which will need to be read by the parent(s) with the child and explained to them.

School Curriculum

The curriculum framework of ISE follows the IB Primary Years (PYP), Middle Years (MYP) and Diploma (DP) programmes. Details of these programmes, at all levels, are available on the school website www.ise.edu.ee Academics section and on ManageBac.

Homework

PYP programme

The philosophy of homework in ISE's Lower School is different from the traditional idea of homework. Educational research shows no benefit to time-wasting, rote, or repetitive tasks. The children are in school for an extended day and they are tired at the end of it. We want children to understand that they are always learners, both in school and after school. Instead of "homework,"

activities for children in the evening it should be considered "continued learning."
Children will be encouraged to read, write, perform arithmetic, better understand the world around them in terms of civics, science, and the arts, and, of course, develop their people skills - - their emotional intelligence. In the ISE's Lower School, children are asked to simply continue their learning at home and formal homework assignments will be rarely given.

MYP and DP programme

In the Upper School, homework is a natural extension of classroom work providing opportunities for developing good study habits, individual differences and abilities, and encouraging self initiative on the part of the students. Parents are asked to encourage and monitor homework assignments, but should not do assignments for their child. Staff will work together to avoid assigning excessive homework; however, occasional lengthy assignments are to be expected.
Larger graded formative and summative assignments and homework are announced in class and placed on ManageBac the same day they are assigned, at least two days before they are due. In addition, teachers also have their subject and class specific learning platforms (Google Classroom, Shared Docs etc.) and work agreements that are introduced, shared and usage expectations communicated to the students at the beginning of the school year. Students are encouraged to mark down homework assignments to their personal online or hardcopy diaries and journals to develop self management and organization skills, and become self-directed learners.

Field Trips

ISE considers field trips as a vital part of the educational program. Day trips in and around Tallinn and overnight trips (for older students) to farther destinations may be planned during the year. For in-town trips, parents will be asked to sign **a general permission form** during the first week of school, allowing students to take walking or bus trips around town. For trips requiring greater distances or overnight lodging, parents will be informed in advance and asked to sign a permission form for each specific trip. Parents may be invited to chaperone. Costs for longer field trips may not be included in the general school fees. Students who choose not to participate in field trips may be asked not to come to school during the field trip time, and to complete make-up assignments.
Students are expected to adhere to all school rules while on a field trip. In the event of a violation of any rule, the student will be given a warning. In the event of a subsequent violation, the student will be sent back to school (with a chaperone). The cost of any transportation back to school will be the responsibility of the student (parents). Any fees paid for the original trip (e.g. admissions fees, bus/plane tickets) will be forfeited by the student.

ISE Staff conduct risk assessments for all trips and excursions.

Facilities and Supplies

Classroom supplies

General stationery items are supplied by the school. The school will provide all basic materials. Textbooks and iPads furnished by the school will be checked out to the students, and must be returned at the end of the year. Replacement costs for lost and/or damaged textbooks will be billed to the family.

Library Books and Materials

ISE Library holds one of the biggest English language collections for young readers in Tallinn.

Students at ISE have ~10,000 printed volumes on hand in addition to e-books, films and subscription databases. Students are responsible for any books and materials checked out in their name, including replacing or paying for lost books. All library books and materials must be returned as a part of the year-end leaving process. A lost/damaged book has to be replaced with the same book, or the replacement cost paid in the sum of 25 EUR.

Lost and Found

The Lost and Found is located near the school office. To help us return lost items to their rightful owner, please label all clothing and other items of value with the student's name.

Visitors and friends

Students bringing visitors to school for a day should seek permission from the Principal-Coordinator. For a visit longer than a day, fees will apply. This applies to students who once attended ISE as well.

Parties

Birthday parties, holiday parties, etc. are an occasional part of classes, especially in the primary grades. Parents wishing to organize a classroom party need to check with the classroom teacher at least a week in advance. Teacher discretion will be exercised when planning and holding parties to take into consideration the feelings of students who may, for religious or personal/family reasons, not want to participate or who would feel left out. Distribution of gifts or invitations to individual students at school is generally prohibited, unless all students in a class are included on an equal basis.

Communication

ManageBac

ISE communicates to parents primarily through an information portal called ManageBac. Examples include academic information e.g. attendance, the student assignments and assessment data including reports, as well as announcements, signature forms, information of other matters and school events. **Please note that these notifications will be marked with Managebac letterhead and logo but have school related information. Please take note and read these messages.**

Information from Managebac regarding school matters will be delivered to the email. Therefore, parents are requested to list their up-to-date email address with the office. **Our obligation is to not share your data with third parties without your permission.** Parents are asked to notify the school of any change in their email address. The school email list will be used only for ISE business and will not be distributed.

Training on the use of ManageBac happens throughout the year as requested.

Newsletters

The newsletter is one of the ways of communicating general school news at ISE. A weekly newsletter is emailed to parents each Friday. Newsletters can also be viewed on the website.

Parent involvement

Parent Teacher Association

The ISE PTA is the official organization representing the interests of ISE parents. All ISE parents and teachers are regular members of the PTA. Parent representatives are appointed for each grade level and meet regularly to address parent concerns and to organize activities designed to enhance the ISE community. One faculty representative also attends the PTA meetings. Parents are encouraged to participate and volunteer with the PTA. More information about the ISE PTA can be found on the school website www.ise.edu.ee

Open Houses

The annual open houses will be held during the first weeks of school. This is an opportunity to meet the staff, and to learn about the curriculum and courses as well as what will be taught during the year.

Student-Parent-Teacher and Student-Led Conferences

These conferences are held in the fall and spring. Please check the school Newsletter and Managebac messages for dates. **Parents and students are required to attend together.** During conferences, students discuss their progress and accomplishments with their parents to enhance the learning experience. Parents are welcome to schedule a separate conference with teachers to discuss particular academic matters.

Lower school assemblies

Assemblies are held for grades preschool-5, approximately once a month. These take place in the lower school assembly area and feature student performances, special events, etc.

Upper school assemblies

Assemblies are held at MYP and DP levels (grades 6-12), approximately once a month and feature student performances, awards, special events, etc.

Parent-Teacher Meetings

At any time in the year, parents who wish to review their child's progress are encouraged to contact staff at school to arrange for an appointment. The best time for an appointment is often after school, due to teacher obligations at other times.

Annual General Meeting

Held in October/November, this is a meeting of all school parents to hear the annual report from the Board and the Director on the state of the school.

Student records

Portfolios, Progress Reports and Report Cards

The school year at ISE is divided into four terms, each lasting approximately nine weeks. Information about the student's progress will be sent home at the end of each term. The portfolio is a purposeful collection of a student's work that is designed to demonstrate learning and is shared during the

conferences. Progress reports (in MYP and DP) are distributed after the first and third terms. Report cards are distributed after the second and fourth terms and are the official grade record of the student's individual achievement. Progress Reports and Report Cards are sent home electronically through Managebac, unless a hard copy is requested in writing.
Parents and eligible students (those who have reached the age of 18) have the right to:

- inspect and review the student's educational records
- challenge the content of the educational records to ensure that they are accurate and are not misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Student Withdrawal

A student withdrawing from ISE must initiate a checkout procedure by notifying the Admissions Coordinator admissions@ise.edu.ee. Initial contact should include an email or a letter from the parent/guardian stating that the child is withdrawing from ISE, after which parents receive a withdrawal form from the school Admissions Office. All books and equipment (iPads, calculators) should be returned to the library and to teachers. All payments and fines should be paid to the business office. Please remember that a student enrolled for any portion of a term will be charged for the entire term. **Transcripts and grades will not be released until these procedures have been completed.** If a student withdraws from ISE before the end of a semester, only a "progress grade" (to date) can be given. Course credit will not be granted for the full semester.

Withdrawal from class

Grade 11 and 12 students may withdraw from any course within two weeks of the start of a term without consequence, and the course will not appear on the student's transcript. Withdrawal after the two-week period will result in the course appearing on the student's transcript with a mark of "W."
Student records may not be released and students may not participate in final exams or graduation if any fees remain unpaid.

Illness and Emergencies

Illness

If a student feels ill or is injured, he/she will be sent to the Wellbeing Coordinator. The Wellbeing Coordinator will make a determination as to whether the student should remain at school. If a student needs to go home, the school will attempt to contact the parents to come and collect the student. MYP and DP students may not leave school unless the Wellbeing Coordinator, an advisory teacher or an administrator has spoken directly with at least one parent. If the parents cannot be contacted the student will remain at school under the supervision of the Wellbeing Coordinator.
In the event of an emergency requiring transportation to a hospital, the parents (or emergency contact) will be notified immediately. Until the parents can be contacted, the school will act *in loco parentis*.

It is expected that students who are in school will participate in all activities, including PE and outdoor recess, unless a signed note from a parent or physician specifies differently. Therefore, students who are ill should not be sent to school if they cannot fully participate in the learning process. Students who are contagious or vomiting are to remain at home.

Parents are required to notify the school for any contagious conditions such as scarlet fever, chicken pox, head lice, conjunctivitis, measles, etc.

Medications

The Wellbeing Coordinator will supervise the use of any medications by students during school hours. Medication is defined as any substance that is taken for the treatment of an illness, discomfort, or injury. This includes cough drops and aspirin/paracetamol as well as stronger substances.

The following guidelines must be observed concerning the use of medications at school:

- the medication must be delivered directly to the school nurse
- a note, signed by the parent, must accompany this medication.

The note must specify:

- the name of the student to take the medication
- the name of the medication taken
- the reason for taking the medication
- the frequency and amounts with which the medication must be taken
- the specific time period during which the medication must be taken

Immunization

Students are expected to have followed a routine and customary schedule of immunizations throughout their early childhood and later years. It is the parents responsibility to ensure that their child's immunization records are up-to-date.

Placement, Acceleration, Retention, Graduation, Promotion

Placement

ISE Admissions Policy defines student placement criteria. In general, the placement of students is based on both age and previous educational experience. The student's age on September 1st of the given school year informs the grade placement. However, because of the wide variations in development, home country curriculum, etc. some latitude might be used in making final placement decisions. In such cases, the Admissions Committee will consult with parents and relevant teachers to determine placement. If applicable, the student's early performance at ISE will be considered. Final placement decisions will be the responsibility of the Director.

Acceleration

The ISE Admissions Committee works hard to place students at an appropriate level that ensures learners academic and social emotional success. IB programmes use differentiation as a practice to both support and challenge all learners in the grade they are placed. However, because of the variations in development and educational backgrounds an acceleration might be applied.

The request for acceleration should be submitted in writing to the respective Principal-Coordinator or Programme Coordinator explaining the reasons for the appeal. Acceleration decisions will be made by the Student Support Team (Director, Principal-Coordinator / Coordinator, Learning Support Teacher or Coordinator, School Psychologist and when necessary EAL Teaching Specialist).

Retention
Parents will be kept informed of their child's progress throughout the school year. As early as possible, the teacher and the Principal-Coordinator will give the parents an early indication of significant problems or possible course failure. **Any grades below a 3 (0, 1, 2) indicate a failing grade.** In general, the school does not prefer retention unless by parental request as most studies indicate that it does not benefit the long-term success of a student. Students in the Upper School will be encouraged to make up missing credits during the school year and summer, if needed.

ISE Diploma/IB Diploma
Students may pursue 2 options in DP 1 and DP 2.

1) ISE Diploma Only. A fully accredited high school completion diploma certified by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC).
2) ISE Diploma with registration for the full IB Diploma. Students can successfully complete the ISE Diploma simultaneously while preparing for the internal and external requirements of the IB Diploma.

The curriculum for IB Diploma Programme and ISE Diploma students are the same; however, the assessment requirements and expectations for ISE Diploma students are modified.

Graduation

ISE Diploma
ISE is fully accredited by CIS and NEASC and grants high school completion diplomas to students who have completed the ISE graduation requirements. **Students must earn a grade of 3 or better in any class to receive credit. Students who fail courses may be required to take an online course to make up credit for graduation.**

24 credits, in the following subjects are required to graduate:

- English Language and Literature — 4 credits
- Additional Language — 2 credits
- Social Studies/History — 3 credits
- Sciences — 3 credits
- Mathematics — 3 credits
- Physical Education/Health — 1 credit
- Electives** — 8 credits

Note: IB core requirements: DP TOK, CAS and MYP Service and Action (SA)/Personal Project can also be completed for credits.
**Electives: courses transferred from previous school(s), independent certified study, additional certified courses can be put towards credits.

For any student who has an individual learning plan (ILP) or about whom concerns have been voiced by either teachers or parents, adjustments to the requirements for ISE Diploma can be made. This decision shall be made in consultation with parents, students, LS Coordinator and the Principal Coordinator. At times we will utilize a certified online course provider which we feel is appropriately challenging for that particular student in order for him/her to satisfy the

graduation requirements in any given subject area. We also reserve the right to waive specific requirements such as the foreign language/additional language requirement, especially in the case of students who already work in two or more languages.

Diploma Programme (DP 1 and DP 2) Promotion

For a grade 11 student to be registered for the IB examinations in grade 12, he or she must have achieved the following at the end of the grade 11 academic year:

- 20 points or above in the six subjects chosen for DP, including **no less than a 3 in each subject**
- A 'pass' in TOK
- Submission of work towards an Extended Essay judged acceptable by the supervisor
- Submission of a CAS journal judged acceptable by the CAS Coordinator
- 90% excused or unexcused absence rate

The final decision in regard to students remaining in the programme is at the discretion of the School Leadership team.

Middle Years Programme MYP 5, Promotion to Diploma Programme DP 1

- **A minimum grade of 3** in all MYP subjects and in the Personal Project.

Attendance records from the high-school years, MYP 4 - 5 (grades 9 - 10), will be considered as part of the promotion to the Diploma Programme (DP 1). **If the student's attendance has fallen below 80%**, he or she will be placed on academic probation for the first quarter of DP 1. The final decision of the promotion is at the discretion of the Senior Leadership Team.

Primary Years Programme PYP 5 Promotion to Middle Years Programme MYP 1

- Students must participate in the PYP Exhibition
- Students receiving learning support are promoted at the discretion of the Senior Leadership Team with input from the LS Teacher or Coordinator.

Student Support Services

ISE has onsite and remote access to a range of support specialists for children.

Our program aims:

- To provide parents clear expectations about what ISE can and cannot do to support students with various learning needs.
- To ensure teaching practices and learning opportunities provide students with different needs access to the curriculum content to the extent possible.
- To provide students with opportunities to progress throughout the school programme and report that progress to relevant stakeholders.
- To build awareness and foster respect throughout the school and surrounding community of the prevalence of learning differences and learning support needs no matter what their origin.
- To create an atmosphere of trust and open, respectful communication when discussing individuals with learning dfferences; including those with social, emotional, physical and other challenges.

Student Support Team

ISE has a Learning Support Teacher and staff to support the academic needs of students and teachers. The school also has a psychologist and a Wellbeing Coordinator to support the mental wellbeing of its students and staff. These personnel, along with other staff make up the Student Support Team. Additional student support may come from the EAL Teaching Specialist, relevant classroom teachers, a Principal/Coordinator and the Director. The services include academic support, EAL, counseling and psychological support.The primary role of the Student Support Team (SST) is to determine whether a student with learning needs will benefit from the ISE educational program and whether they should be referred for services or in-school evaluations.

Onsite Services

The Learning Support Teacher or Coordinator

The Student Support Team is led by the Learning Support Coordinator or co-led by members of the Student Support Team, who collaborate and organize regular meetings with the students, teachers and parents in order to make recommendations regarding the best support for students with learning needs. Possible support could include the creation and implementation of Individualized Learning Plans (ILPs), appropriate push-in or pull-out lessons, meetings with the Psychologist, etc.

EAL Learners

EAL stands for English as an Additional Language - it refers to learners whose first language is not English. Learners may be fluent in several other languages even if they are attending schools in which the language of instruction is English.

EAL learners receive support in an English class by an EAL Specialist, instead of a language acquisition course. EAL needs, entry and exit from the programme, are determined using the WIDA Model Screener and the WIDA Model Online summative assessment. The WIDA English Language Development Standards provide the framework for all EAL instruction.

ISE recognizes that **developing academic language proficiency can take up to 3-5 years**, the level of English language competence required to have adequate access in the mainstream curriculum.

Intensive English Support program MYP 3-5

In order to be successful learners in the rigorous IB programmes, students must be proficient users of English. It is the school's experience that students with low levels of English who enter the Middle Years Programme, despite school provided EAL, struggle to perform successfully when entering the Diploma Programme. It is for this reason that the school has developed an Intensive English Support Programme for students entering the MYP years 3-5.

For new students admitted, a WIDA English proficiency test will be given to those learners who are speakers of English as a second or subsequent language. If the student, in the opinion of the school, is not able to learn effectively in English to a level that would allow them to be successful, he/she will enter into an Intensive English Support program. (This level is defined as WIDA proficiency Level 3 Developing of lower). An English Support learning plan will be developed for each student.

Psychological services

The School Psychologist (SP) through the SST will support the development of students in partnership with parents and staff, involving, when appropriate, other specialists. SP supports and

counsels individual students in coping with personal lifestyle and mental health problems and communication skills. The SP supports and counsels at the various levels of psychosocial crisis intervention (crisis prevention and post-crisis activities). The SP advises and assists parents in finding new ways of raising and solving problems in support of the student's personal development and coping with their daily lives.

The ISE school psychologist's work is guided by the child's well-being and best interests, applicable by the laws of the Republic of Estonia and other legislation, the Code of Ethics and job description by the Estonian School Psychologists Association.

Dean of Students

The Dean of Students develops a relationship based upon mutual trust and respect with students in order to anticipate possible social or behavioural difficulties.

The Dean of Students (DoS) is responsible for investigating any incidents involving student behavior. The DoS records all related interviews and communicates as necessary with administration, staff and parents concerning such interviews. The DoS treats all records of behavioural incidents concerning students in a confidential manner and stores them in a locked file cabinet.

University Guidance Counseling

ISE's university guidance counseling program supports students throughout the university application process, beginning in Grade 10 and continuing throughout Grade 12. The program includes:

- An overview in grade 10 of the IB Diploma, Diploma course certificates, the ISE Diploma, and university admissions and options
- Initial individual student consultations in Semester 2 of Grade 10 followed by meetings with both students and parents in Grade 11 and throughout Grade 12
- Providing information and materials such as university brochures, catalogs, guides as resources for students in their university search
- Assistance with identifying schools that are a good fit
- Assistance and guidance in preparation of applications including personal statements, essays, mock interviews, acquiring letters of recommendation and contact with university representatives
- Workshops in Grade 11 and Semester 1 of Grade 12 on conducting university research and selection as well as preparing CVs, applications, essays, and interviews
- Counsel on how students can effectively communicate with universities in all aspects of
- the application process
- Guidance on financial aid, if requested
- Advice on standardized testing, including the the PSAT (Preliminary SAT), SAT (Scholastic Aptitude/Assessment Test), the ACT (American College Test), the TOEFL (Test of English as a Foreign Language), and the IELTS (International English Language Testing System)

For further information, please refer to the University Counseling Handbook available from the University Guidance Counselor.

Expectations of Stakeholders

The International School of Estonia regards open communication with parents as essential to successful integration and support of students with learning difficulties and learning support needs in the mainstream classroom. When considering whether or not ISE is the optimal learning environment for a student with learning exceptionalities, we request the following:

1. An evaluation of the student by a psychologist, neurologist, or other related specialist valid within two years.
2. Frequent and open communication with the parent(s).
3. Ongoing communication from a specialist (if any) working with the student outside of school.
4. Parental support for educational testing, consultations or other services thought by the school or outside specialist to benefit the student's opportunity for success
5. An understanding that in the event the child's needs cannot be met by differentiated instruction and other interventions provided by mainstream classroom teacher, it may be necessary to seek placement in another school.
6. An understanding that students with learning support needs require long-term commitment on the part of parents and school and that regular informal evaluation by the Student Support Team is necessary to ensure appropriate progress in meeting the educational objectives has been achieved.
7. Any formal evaluation, therapy, or tutoring recommended by the school and conducted by outside specialists must be financed by the parents.

ISE staff are held to a high standard of confidentiality.