



Student & Parent Handbook

2022-2025





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Note from the Director

Dear Parents, Caregivers and Students,

Welcome to the 2024-2025 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 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 Supervisory School Board

The School Board governs the school. The Board is responsible for establishing general policies of the school, approving the budget, and the hiring/evaluation of the school Director. The Board members are elected by the parents of ISE students. Board meetings are open to the public with the exception of executive sessions. The current members of the Board are listed on ManageBac and our website.

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 Principal-Coordinator	Kadri Tomson	kadrit@ise.edu.ee
DP Principal-Coordinator	Ashley Wallace	ashleyw@ise.edu.ee
Office Manager/ Admissions Coordinator	Reelika Herkel	office@ise.edu.ee
Finance Officer	Helen Kivisoo	accounting@ise.edu.ee
Human Resources	Katre Pohlak	admin@ise.edu.ee
Special Educational Needs Coordinator / Designated Safeguarding Lead	Ethel Reesar	ethelr@ise.edu.ee
Psychologist	Heli Sõber	helis@ise.edu.ee
Dean of Students	Matthew Bell	matthewb@ise.edu.ee
Wellbeing & Activities Coordinator	Mari-Ann Kass	mari-annk@ise.edu.ee
IT Coordinator	Jevgeni Dubei	jevgenid@ise.edu.ee
Technology Integration Teacher	Dejan Delev	dejand@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.** At the conclusion of the first meeting, the Principal-Coordinator will be brought into the conversation, if it has not been resolved during this initial meeting. It is only when the teacher and the Principal-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.

School Day

School Calendar

The official school calendar is available on our [website](#).

Daily Schedule

Arrival-All days

Main gate opens 07:50

DP Classes begin at 08:00

MYP Homeroom 08:35-8:40

PYP day starts at 08:35

While Diploma students may arrive earlier, all other students should arrive at the school no earlier than 08:15. Please note that teachers are in classrooms at 08:30 and students should not be in classes unattended.

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 – MYP5 14:45

DP - 15:30 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 15:45 (16:00 Thursdays)

Half days 12:30

Doors and gates locked 18:00 (students are expected to be off campus by 16:30 unless there is a specific, planned activity with staff supervision).

Lesson Schedule

The clock in the office is the official time of the school. In MYP and DP, ISE uses 45-minute class periods, with 5 minutes passing time between classes. In PYP, the day is more fluid.

Arrivals and Departures

Students under the age of 18 may not leave the school campus prior to the end of school, without parent permission.

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.

It is the school's opinion that we 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 Principal-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.

DP students attending lessons at the Tallinna Inglise Kollege (TIK) are allowed to leave for their scheduled lesson times and will receive an orange colored, laminated pass indicating when they are approved to leave campus.



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 any reason.

Unless having an orange or blue 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. Parents are required to provide the homeroom teacher/office with a list of those persons who may pick up their child from school. At the discretion of the homeroom teacher, PYP 4 & 5 students may come and/or go independently with a written note submitted to the homeroom teacher and the school office.

On their own cognition, students in MYP and DP may remain at school until 16:20, unsupervised, provided they behave appropriately and there are academic staff on campus.

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. 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. Further information regarding ISE Attendance Guidelines is available from the Principal-Coordination.

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 approaches and/or reaches the absence rate of 90% 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 are missing work, whether it be due to an absence or some other reason, are required to submit that work within 2 weeks.

- 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 results.

In the event of a documented adverse circumstance, the teacher and student will agree on an adjusted, reasonable deadline to submit the missing work.

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

An important part of the Mission of ISE is to: ***“Support a safe, caring, respectful environment that values creativity, diversity and inclusivity”***. The ISE Child Safeguarding Policy seeks to provide that environment at school 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.



ISE Behavior Guidelines

At ISE our Mission Statement is about who we are and what we do. It governs all our policies and specifically directs that we must:

- Support a safe, caring, respectful environment that values creativity, diversity, and inclusivity.

Therefore the school does not support a traditional disciplinary regime that seeks retribution as its foundation. Our fundamental precept lies in the management of change concerning student behaviour in order to foster attitudes aligned with our mission statement.

We consider that **Respect** underpins a successful policy. This requires the development of respect for oneself, for others and for the environment. It is a prerequisite characteristic that is integral to the learning experience.

We also believe that this quality will be demonstrated through **Responsibility**. Students must take responsibility for their actions and similarly be held responsible for these actions. Responsibility requires self-discipline, which lies at the heart of delivering a successful learning environment.

ISE believes in a fair, restorative approach to addressing disciplinary issues, which focuses on developing and maintaining those behaviours necessary for a sound learning environment. This implies that consequences for unacceptable behaviour should be formulated with this end in mind.

Issues will be addressed within a framework that outlines a set of basic behavioural expectations. These will be justified and expected consequences for failing to abide by these will be stated. The outcome of specific incidents will depend upon many variables including the individual student response. We recognise a fundamental difference between a student who recognises and accepts their mistakes from one, who in denial of such, is consequently unable to take steps towards ensuring that their behaviour is not repeated.

This approach will guide our determinations through principles derived from our Mission and Core values. This policy concerns itself with all matters relating to the wellbeing of our student community in terms of both events happening at school or during school events off-campus.

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.

The following table contains a list of expectations, reasons for these expectations and consequences associated with failing to meet expectations. The list is not exhaustive but aims to provide a set of guidelines for appropriate behavior at school.



Expectations	Reasons	Consequences
Students respect their own property as well as that of others and the school.	This is central to the idea of respect for self, others and the environment. Students should expect their property to remain safe.	Theft and vandalism are serious matters. Students will be required to pay the full cost of any vandalism damage and either may be referred to the Director.
Students respect the school environment.	Littering or leaving food and related items around is unsafe and unhygienic. The school facilities and grounds should be clean and tidy at all times.	Students will be required to clean up any mess.
Students feel their learning environment is safe and free from violence, bullying, harassment and threats.	This is central to the idea of respect for others. All students have the right to a safe, protective and nurturing environment.	No form of physical or emotional abuse will be tolerated. This will be dealt with severely and may have serious consequences, including suspension or expulsion. All cases of violence, direct or otherwise, will require counselling.
Students live healthy lives refraining from smoking (including e cigarettes and heats), drinking and illegal drugs.	As a responsible institution we discourage smoking on health grounds. It provides a thoroughly bad example, which may influence younger students. Drinking and using drugs has serious social, health and legal repercussions. Any students struggling to deal with the use of prohibited substances are encouraged to seek help from school staff. Students seeking assistance will not face any disciplinary action.	All cases will pass through the Dean of Students and the School Counselor. They may also be referred to the Director and parents will always be involved. We operate a zero tolerance policy for the use of illegal drugs and substance abuse. Any student using illegal drugs or found in possession of these will be expelled. We reserve the right to contact the police regardless of any other action taken.
Students use positive language that is appropriate for all audiences	In a multicultural environment, certain language may be inappropriate and/or offensive. It is important that students appreciate and respect the feelings of others. Similarly indecent or offensive posters, magazines, clothing or internet communications are not	Students will be warned for a first offence through their Advisory teacher. Subsequent failure to maintain expectations will require counseling and possible sanctions from the Dean of Students.



	permitted.	
Students enjoy healthy relationships on school premises.	School is a place of work. Public displays of affection should be minimized, particularly on a campus where there are younger students and visitors. Inappropriate interactions in private are prohibited.	Their homeroom teacher will remind students of this rule. The Dean of Students will deal with repeated disregard for the rule. If applicable, child safeguarding action will be taken. Any impact on a student's academic performance will be directed to the appropriate Principal-Coordinator.
Students use computers, the internet, the library and all other school resources responsibly.	While it is important that students have access to a wide range of information, they need to learn how to use such information responsibly. This must be in a manner that does no harm to or offends others.	Students may be restricted from using certain school facilities and may be denied the use of certain technology. Where this impacts student learning the appropriate Principal Coordinator will be involved.
Students must attend all classes and agreed activities unless they have obtained appropriate permission not to do so.	Regular attendance is necessary in order to maximise individual potential. Absence causes inconvenience to others and disrupts activities such as CAS and Service Learning.	Students are responsible for making up any work, with or without assistance from a teacher. The appropriate Principal Coordinator will manage this matter and parents will be involved. Repeated failure to comply with this requirement may result in severe academic consequences, such as removal from a programme or expulsion from school.
Students will be academically honest.	Academic growth stems from producing work, receiving feedback, and reflecting on how to improve. This is not possible if the work is not that of the student.	The appropriate Principal-Coordinator will be involved with academic misconduct. It may lead to removal from a programme. In public exams, cheating will lead to the cancellation of all papers set and disbaring from all future exams. Consult the ISE Academic Integrity Policy for more details.
Students are punctual for all school activities.	Lateness is disrespectful to both teachers and the class and is selfish in disrupting other student's learning.	Students are responsible for making up any work at the convenience of the member of staff. They may lose break



		privileges in order to do so. Persistent offenders will be reported to the appropriate Principal-Coordinator.
Students complete coursework as set and meet deadlines.	Time management is an important skill and includes respecting deadlines.	Students are responsible for completing all their work. All difficulties must be brought to the attention of the teacher who is not obliged to give additional time and will determine consequences. The appropriate Principal-Coordinator will be kept informed of such matters.
Students will bring all necessary equipment to class.	This is an important part of personal organization and results in inconvenience to others when not adhered to.	Individual teachers will determine what they require and will inform students accordingly. Repeated failure to bring required materials will be reported to the Dean of Students.
Students are permitted to carry a personal mobile device with them during the school day. These devices may not disrupt instructional times. Instructional time is defined as from the start to the end of the class period. Students are required to keep their smartphones on silent mode and place these in designated Smartphone Boxes at the beginning of each class.	To enhance focus and concentration on learning, unless necessary for a lesson, mobile phones and social media may not be used during classroom instruction time. <i>Please see the <u>Smartphones and Devices</u> section below for further information.</i>	Ongoing noncompliance with this expectation will see this treated as a behavioral incident and will be reported to the Dean of Students.
Students do not bring any form of offensive article or weapon into school. This includes toys and replicas.	We operate within a non-hostile environment, where students must be free from fear. Anything that might be used for the purposes of intimidation or to menace others does not belong in our community.	If any instrument, of any form, is actually used as a weapon, this may result in expulsion and the police informed as appropriate. All cases of violence, direct or otherwise, will require counseling.
Students are expected to dress in a clean, neat, and otherwise appropriate manner.	Inappropriate dress could be offensive to other members of the community.	Students who dress inappropriately will be asked to appropriate their clothing.



For outside break times, students are expected to dress appropriately as the weather dictates. PYP students need to bring rain and snow pants.	Dressing appropriately for the weather keeps one healthy and clean and allows one to fully participate during outside breaks.	Students are required to go outside during break times, regardless of their attire. If students are unprepared, teachers will remind students and parents about the importance of appropriate weather attire.
Students in grades Preschool to 5 are required to have a pair of clean shoes/slippers at school to be worn inside only.	Inside shoes are supportive and comfortable for the feet for a long day inside. Wearing these also helps to keep the school environment clean and safe.	Students will be reminded to change shoes. A note might be sent home to supply a pair of inside shoes.
During the winter months, students are expected to follow the Estonian law regarding the wearing of reflectors.	During the winter months, there is limited daylight. The use of reflectors help keep students safe by making them move visible to drivers.	Students will receive a reflector from school to wear.
For PE, students are required to wear clean exercise shoes and appropriate exercise attire.	Students need to have appropriate attire for their own safety and to maintain the quality of the gymnasium floor.	Depending on the activity, students may be asked to participate in socks. If the activity is unsafe without shoes, students will need to wash their footwear before the start of class.
Gum chewing, eating and drinking are not allowed in the common areas of the upper school during breaks.	Common areas should be kept clean. The presence of gum, food or drink in common areas could lead to spills or messes.	Students will be reminded that they are not allowed to chew gum, eat or drink in the common areas and asked to move to the cafeteria.

These expectations are open to interpretation and it will be the role of the school's leadership team to determine any such interpretations. Individual teachers may have additional expectations of student behaviour and these will be communicated to students.

The initial point of reference for many incidents will be the teaching staff. When a matter first arrives please contact the homeroom or a subject teacher. If the matter cannot be addressed by the teacher and the family, the matter will be brought to the relevant Principal-Coordinator. The Dean of Students may be involved at any stage as required. If a case cannot be resolved at this point, then the Director will be involved as necessary.

The Director will remain the final arbiter of discipline matters. A discipline committee may be convened at the Director's discretion and may include community representatives if appropriate.

Each discipline case is unique and the consequences will depend on the nature of the incident. Red flags are raised at stages for issues such as:



- Severity of incident
- Repeated and related incidents
- Patterns of unrelated incidents
- Inadequate classroom engagement
- Inadequate work ethic

Consequences may include a loss of privileges, typically access to specified technical devices and denial of attendance at school functions. Beyond this we reserve the right to include in-school restriction or counseling with the school psychologist. There are no prescriptive, systematic, consequences leading to suspension or expulsion, however in extreme cases it might be required.

Smart phones and devices

ISE behaviour expectations include "Unless necessary for a lesson, mobile phones and social media may not be used during classroom instruction time." To help students focus on their learning and develop essential self-management skills and follow this expectation, ISE has implemented a smartphone guideline during class hours. **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.

We ask parents not to call their children during class hours. In case of emergencies, parents can contact their children through the school office. We thank you for your cooperation in helping us create a productive learning environment.

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.

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, non-consensual aggression (verbal, psychological, digital or physical), conducted by an individual or group against others over a period of time. Bullying is essentially an abuse of power, inflicted in one form or another upon an individual. If a student does not agree with what is happening to them, this may constitute bullying. 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

- 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

- 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 affects everyone, not just the bullies and their victims. It affects others who may be friends, family, onlookers or simply passive pupils drawn in by peer pressure. It is a problem found both inside and outside of school, but is neither an inevitable part of school life, nor a necessary part of growing up. It presents an undesirable model for students of all ages and 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.

This involves educating the wider student body to actively reject bullying. This requires developing student attitudes which express fundamental values, in order to modify unacceptable behaviour. It means acquiring social and emotional skills to build the capacity for interpersonal relationships, motivation and self-management. It encourages students to appreciate diversity, 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 inclusion.
- 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! 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 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”.

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.

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) 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

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.

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.

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.

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.

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

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 Office Manager office@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 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

Last updated: 16 August, 2024



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 diverse learners in the grade they are placed. However, because of the variations in development and educational backgrounds an acceleration might be applied.

ISE Inclusion Policy communicates acceleration procedures. The request for acceleration should be submitted in writing to the respective Principal-Coordinator explaining the reasons for the appeal. Acceleration decisions will be made by the Student Support Team (Director, Principal-Coordinator, Special Educational Needs 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. 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, SEN 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.
- Submission of SA (service and action) journal, holding a quality acceptable to the SA and MYP Principal-Coordinator.

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 does not meet the 80% of the attendance requirement, 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 with special needs are promoted at the discretion of the Senior Leadership Team with input from the SEN 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 diverse learning needs.
- To ensure teaching practices and learning opportunities provide students with diverse 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 diversities and special needs no matter what their origin.
- To create an atmosphere of trust and open, respectful communication when discussing individuals with learning diversities; including those with social, emotional, physical and other challenges.

Student Support Team

ISE has a Special Educational Needs Coordinator 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 diverse learning needs will benefit from the ISE educational program and whether they should be referred for services or in-school evaluations.



Onsite Services

The Special Educational Needs Coordinator

The Student Support Team is led by the Special Educational Needs Coordinator, who collaborates and organizes regular meetings with the students, teachers and parents in order to make recommendations regarding the best support for students with diverse 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 or 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.

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 special 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 special 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.