



# Junior School Parent/ Student Handbook 2018 - 2019

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Dear Parents and Students,

It is a pleasure to introduce our Parent/Student Handbook for the ISF Junior School for 2018-19. I am in my third year as Principal of the Junior School and I marvel at the opportunities offered to our students in this remarkable school. Here, children get to grow in an environment that honors independence and open-mindedness. They are surrounded by beauty and a caring community. I consider myself fortunate to also be a parent of ISF.

Parents, I would invite you to read this document carefully as a means of understanding the way that our school is designed to work. You may have questions about why decisions or procedures are made. It is my hope that reading the Handbook will develop more understanding. But if you have questions, want clarification or disagree with a school practice, please come talk with me. My commitment is to improve the school and how we serve our students. I will attempt to refer to the handbook whenever a related conflict arises.

Some sections will be very important to share with your child. Others are more tailored for the adults. This can serve as a family support as you establish routines of study and grow responsibility and independence in your children.

Each school year brings new developments and changes, but supporting student development is always at the heart of what we do every day.

Together with all of the faculty and staff of ISF, I would like to welcome your family to the 2018 - 19 Academic Year and look forward to a year of excitement and growth!

Carissimi Genitori e Studenti,

È con grande piacere che sono qui a presentarvi il nuovo Parent/Student Handbook per l'anno scolastico 2018-2019. Questo sarà il mio terzo anno di servizio come Preside della Junior School e ancora mi meraviglio delle infinite possibilità che ogni giorno vengono date ai nostri ragazzi. Nella nostra scuola i bambini crescono in un ambiente che onora l'indipendenza e l'apertura mentale e dove sono circondati da infinita bellezza e da una comunità che si prende cura di loro. Personalmente, mi ritengo molto fortunato di far parte di tutto questo anche come genitore ISF.

Preghevo tutti voi di leggere molto attentamente questo documento, in quanto vi farà capire in maniera dettagliata il funzionamento delle regole della nostra scuola. Leggendolo, spero che ogni dubbio possa essere chiarito. Se, ad ogni modo, ci fossero dei dubbi, disaccordi o domande con qualsiasi regola e modo di fare, siete pregati di venire a parlarne con me. Il mio impegno è quello di migliorare la scuola e il modo di servire i nostri ragazzi.

Alcuni temi trattati, possono essere tranquillamente condivisi con i vostri bambini. Così facendo, si può stabilire un supporto da parte della famiglia per creare una routine di studio e una sana crescita e indipendenza dei vostri figli.

Ogni anno scolastico porta con sé nuovi cambiamenti ma il supporto dello sviluppo dei bambini è sempre alla base della nostra quotidianità.

Insieme al corpo insegnante e ai membri dello staff di ISF, vorrei darvi il benvenuto per questo nuovo anno scolastico 2018-2019.

Respectfully,

Matt Ihle  
Junior School Principal

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## **Mission Statement**

ISF aims to provide a caring learning environment that promotes personal, social and academic growth through challenging and engaging programs, in order to develop respectful, responsible students who strive to have a positive impact on others and the world around them.

## **Guiding Principles**

The International School of Florence is committed to:

- Providing a safe and healthy school environment.
- Encouraging intellectual curiosity, critical thinking and enthusiasm for learning as a lifelong pursuit.
- Enabling students to realize their highest potential.
- Providing students with depth and breadth of knowledge, understanding and skills in a broad range of academic subjects.
- Upholding appropriate standards for personal behavior.
- Building confidence, self-esteem and leadership through curricular and extracurricular activities, including athletics, the arts and community service programs.
- Nurturing intellectual, social and physical *growth* while identifying and meeting each student's developmental needs.
- Recognizing creative expression and promoting an appreciation of beauty.
- Developing positive moral and social values for personal fulfilment and for the good of the community.
- Fostering understanding and respect for diverse cultures and the differences between them.
- Encouraging appreciation of each student's heritage.
- Promoting competence in English and in at least one other language.
- Continuing to attract and retain exceptional staff.
- Ensuring financial sustainability into the future.

## **Supporting Your Child's Learning**

At the ISF Junior School you can support your child's learning by:

- Maintaining regular contact with the school
- Sharing literature with your child
- Supporting your child's mother tongue
- Supporting your child's acquisition or expansion of Mother Tongue, English and Italian
- Encouraging your child's curiosity and supporting your child's inquiry both in and out of school
- Attending parent education evenings, curriculum information sessions, and parent/teacher conferences
- Providing an appropriate setting and structured routine for doing homework

## **ACADEMICS**

ISF is an authorized Primary Years Programme (PYP) curriculum school. As such, it is engaged in using "Structured, purposeful **Inquiry** as the main approach to teaching and learning..." across school ages and curricular areas. Our students develop the knowledge, concepts, skills, attitudes and actions that the IB identifies as the core of an International Baccalaureate education. It is challenging in its scope and ability to prepare internationally minded students.

A PYP education is less focused than many models on test results as an indication of learning and more focused on demonstrations of the use of what has been learned through oral, written and electronic presentations as well as collaboratively developed projects and artistic representations. Classes are often noisy, busy places where students can be observed constructing what they know.

At ISF, English is not a "subject" and instead, is the primary language of instruction. But as an internationally focused school, we also teach Italian to all of our students, with daily instruction beginning in Foundation.

## **Attitudes and Attributes of the Learner**

### *Attitudes*

While recognizing the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group. By deciding that attitudes

need to be an essential elements of the Programme, the PYP is making a commitment to a value-laden curriculum.

**In PYP schools, students should demonstrate:**

<b>Appreciation</b>	Appreciating the wonder and beauty of the world and its people.
<b>Commitment</b>	Being committed to their own learning, persevering and showing self-discipline and responsibility.
<b>Confidence</b>	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
<b>Cooperation</b>	Cooperating, collaborating, and leading or following as the situation demands.
<b>Creativity</b>	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
<b>Curiosity</b>	Being curious about the nature of learning, about the world, its people and cultures.
<b>Empathy</b>	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
<b>Enthusiasm</b>	Enjoying learning and willingly putting the effort into the process.
<b>Independence</b>	Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
<b>Integrity</b>	Being honest and demonstrating a considered sense of fairness.
<b>Respect</b>	Respecting themselves, others and the world around them.
<b>Tolerance</b>	Being sensitive about differences and diversity in the world and being responsive to the needs of others.

***Attributes of the Learner***

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
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<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **Academic Integrity Policy**

ISF seeks to develop a sense of responsibility and personal integrity in our students. Like any community, ISF functions best when its members treat each other with fairness, honesty, respect and trust. In light of that goal, academic honesty is strictly required. Students are expected to be honest about doing their assignments and about turning in work that is entirely their own unless the work was assigned to be performed collaboratively. Similarly, students who act in

collusion by allowing their work to be copied are equally at fault and will be subject to disciplinary consequences.

These faults, though they seem slight, are actually some of the most damaging offenses in a school because they are in direct opposition to our core function: Learning.

Specific examples of Academic Integrity expectations will be taught through the course of the Junior School years, preparing students for Upper School expectations and IB Learner Attributes.

### **Assemblies**

Assemblies are held in the Aula Magna on a regular basis, usually on Tuesday at 14:10. They provide opportunities for student learning and achievements to be shared and celebrated, issues of whole school interest to be discussed and guest presenters to be enjoyed. Parents will be formally invited to assemblies when there is a special presentation.

### **Assessment**

The primary purpose of assessment is to improve learning by providing feedback to students, parents, and teachers on the learning process. Regular and purposeful assessment of students is vital to confirm the effectiveness of teaching and learning taking place, as well as confirming the progress of the student. Assessment should emphasize the positive aspects of learning, encouraging success and recognizing achievement.

The ISF Junior School assesses student growth and performance by gathering a range of observational and performance records over time that include teacher designed and commercially available tools, trying to develop the fullest understanding of what the child knows and doesn't know. Educational decisions and recommendation are made with a consultative model, involving different professionals especially noting rate of growth.

### **Attendance and Punctuality Policy**

The International School of Florence provides a high quality, but very challenging school experience. The school is preparing students for the International Baccalaureate, the most rigorous pre-university certificate available internationally. We are preparing students in

multiple languages to be able to impact and participate in an interconnected world. Students need to be at school every day if they will be successful in our program.

Regular, on-time school attendance is a habit that parents can instill in their children from an early age. Sporadic attendance, or chronic late arrival are also habits that parents can instill in their children. The school wants to help you teach your child the habit of daily school attendance. ISF's attendance procedures are designed to help reinforce those good habits. We believe that students who are regularly away from school, or who are persistently late, will not achieve expected progress. There is an expectation that all students are present every day the school is in session.

Each student's attendance data are a key part of their permanent record and one that other schools will evaluate in making enrollment decisions. Attendance is also recorded on all students' transcripts and reports.

### ***Absences***

It is important that students attend school on a regular basis. Parents/guardians are strongly discouraged from taking their children away during school time. Please call to inform the school if a student will be absent from school for reasons including but not limited to:

- illness or injury
- medical appointments
- religious observance

If a parent/guardian feels it is unavoidable to take their child out of school for an extended period, a letter or e-mail should be submitted, in advance, to the Junior School Principal. Alternative assignments may be prepared, but it is not possible to replicate the work of the remainder of the class.

A student who is unable to attend school will not be able to participate in extracurricular activities later in the same day. Students who have been absent for a full day or more, and have had their parent/guardian notify the school, may go directly to class. If the parent/guardian has not notified the school, the student must have a note signed by the parent/guardian and check in at the reception prior to going to class.

### *Extended Absences*

In the event that a student is absent from school for 3 or more days due to an illness or injury, he/she is required to submit a doctor's certificate. This certificate needs to include specific dates of prescribed absence and any recommendations for school accommodations.

### *Punctuality*

- School starts at 8.30 am. It is expected that all students arrive in good time (8.15-8.25 am). Students, who continually arrive late, seriously disrupt continuity and progress within the class and miss key daily instruction.
- Classroom teachers take an attendance roll as students arrive at 8:30 am. If students arrive after 8:30 am, they are to report to the school reception office and sign in.

If a class teacher makes initial contact with a parent/guardian and there is no improvement, the Principal will be informed. When a student's attendance falls below 90% in one semester, a parent/guardian will be contacted as the student may jeopardize grade level advancement at that point.

### *Make-up Work*

When students miss school, they miss out on many learning activities that cannot be made up. Students or parents are responsible to seek and complete any assigned work to make up for the missed learning. The general expectation is that a student will receive an equal number of days to make up work as he/she was absent from school. Example – if a student is out two days, s/he will have two days to make up the work when returning to school.

### **Exhibition**

In Grade 5, students take part in an Exhibition. The Exhibition focuses on a local or global issue that has sufficient scope and sequence to warrant an extended investigation.

The Exhibition has a number of key purposes:

- For students to engage in an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize to apply their learning of previous years and to reflect upon their learning

- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle school education

### **Field Trips - Local**

Our school takes full advantage of its unique location in Tuscany and close proximity to Florence. Teachers plan regular excursions for their students to galleries, museums, and other local places of interest as part of their Units of Inquiry. These trips enhance the curriculum and extend student learning. Teachers will inform parents in writing about upcoming field trips. Parents may be invited to accompany trips occasionally.

Since our mensa service provider is not able to provide portable lunches early in the morning, families will be responsible for paying/providing for lunches on school day trips if students do not return in time for lunch at school. The school will pay for transportation and entrance fees for all approved local day trips.

Unless otherwise specified, students must wear the full school uniform on all field trips.

### **Field Trips - Overnight**

For older children, overnight trips have been a traditional and important part of the ISF school experience. These trips have multiple goals, but taking an initial step towards parental independence and developing strong working relationships with the grade level group are key steps in the PYP journey. In all cases, parents will be provided information about the trip itinerary with opportunities for communication throughout the trip.

The school will pay for staff costs and salaries for overnight trips as well as subsidizing the travel, lodging, activity fees and meals for students. Parents will be provided information about trip costs two weeks before the students leave. If the cost of a trip would make for a family hardship, families may make a written request to the principal for partial scholarship.

**Trip fees should be paid directly to the school Procurement Officer.**

Families should make arrangements for supervising children who are not able to attend school trips. The exception is the Milan Tournament. Class will be held as usual for students not attending the Milan Tournament.

**Information and Communication Technologies (ICT)**

Technology resources at ISF are provided for the purpose of supporting the educational vision of the School. Use of these technologies is a privilege that carries responsibility and behavioral expectations consistent with all school rules and policies, including but not limited to those stated in the ISF Upper and Junior School Student/Parent Handbooks.

It is understood that members of the ISF community will use all types of computing devices and the School's network in a responsible, ethical, and legal manner at all times.

***ICT Access and Use Policy***

Students at ISF have access to a wide variety of technology. It is expected that they use this technology only for educational purposes. Students are provided with their own account on the school network from grade 1.

The goal in providing this service is to promote educational excellence in the school by facilitating resource sharing, innovation and communication. With access to computer devices and people all over the world also comes the availability of materials that may not be considered of educational value and it is for this reason that strict guidelines must be adhered to when using the school's computers and network.

Use of the Internet and the school's devices is a privilege not a right and abuse of the privilege will lead to its cancellation. The Head of School will deem what is appropriate use and her/his decision is final. The administration, faculty and staff may request that a user's access be denied or suspended in the event of improper use.

***Student Expectations:***

- Students must keep the password to their network account private and must not log on to another student's account under any circumstances.
- When appropriate, students are provided with an email account that may be used for schoolwork. Email may only be used in school with the permission of the class teacher.

- Printing facilities are only available during class use of the computer lab. Students are expected to carry out all homework printing at home.
- Students may be asked to access educational websites at home. It is expected that home computers will have up-to-date internet browsers.
- Students must not transmit any messages that are defamatory, threatening or abusive, or any message that could be construed as such.
- Students must not send mass emails, annoying or unwanted messages to others.
- Students must not forge the identity or impersonate another person in an online environment.
- Students must not access chat sites, instant messaging, social network sites or personal blogs using the school network, unless instructed to do so by the class teacher.
- Students are expected to respect copyright and intellectual property rights.
- Students are only allowed to use software that is pre-installed on computers and devices. They may not install any software onto school computers or devices.
- Students may use USB pen drives to transfer files between home and school, however, it is expected that the home computer has up to date virus protection. The school is not responsible for any loss of data or damage to computer equipment caused by viruses.
- Many students now have their own computer devices. These may not be used in school without permission from the class teacher. It is not the responsibility of the school to ensure these devices function as expected.
- Students must not destroy, modify or abuse hardware or software in any way. Unauthorized access or hacking into the network or any school information systems is prohibited. Students must not use the network in any way that may potentially result in degradation, compromise operational efficiency, security or the fair use of the resources for all users of the system.
- Students must not consume food and drink while using computer equipment, including iPads.
- Students must not carry out any illegal activities using school IT resources. Examples include: making copies of, distribution or sharing of any copyrighted materials or intellectual property without prior permission of the copyright holder.
- Students should notify a teacher if they see any information or communication which is profane, obscene, pornographic, harassing or discriminatory.

### *5<sup>th</sup> Grade iPads*

**The Student iPad Acceptable Use Policy and Guidelines** document sets out the expectations of The International School of Florence regarding responsible use of iPads.

**Students in grade 5 and their parents are required to review this document at the start of the school year, as well as sign the accompanying agreement, to acknowledge receipt and assume responsibility for the protection of hardware and software of the iPad.**

### *Telephones*

Telephones and iPads are not to be used for entertainment purposes while at school. School provided technology is intended for educational use only. Personal technology use is not permitted at ISF without authorization from the principal.

### **Italian at ISF**

The PYP curriculum model honors language development in the primary school and even requires that schools offer instruction in at least one language other than English. Language development is often one of the reasons that families choose to move abroad and certainly a reason that local families select an international school for their children. So ISF has developed the Italian Program, Italian Literacy and Italian Language courses as ways to meet the needs of students and the school. The goals of each program are different and the placement into a program is at the discretion of the principal, based on assessments, parent interviews, and teacher recommendation.

### *Italian Program*

The **Italian Program** is designed for mother-tongue Italian speakers. It may also be an option for those who have regular Italian support at home and demonstrated high level of language success with a rating of B2 or greater by the Common European Framework of References for Languages. The goal of the program is to prepare students to successfully complete an external 5<sup>th</sup> grade Italian exam. This is a challenging goal for mother-tongue Italian speakers with only 45 minutes of instruction daily. Ultimately, these students will also continue to prepare for the Terza Media at the end of Grade 8. Students receive instruction in literature, grammar, history, geography, science and mathematics.

### *Italian Literacy*

The Italian Literacy course is designed for strong Italian speaking students who do not intend to prepare for the Terza Media state exam in Grade 8. Students study Italian Literature, grammar,

speaking and writing skills using the State Curriculum materials. This course may be offered in the upper elementary grades if sufficient demand exists.

### *Italian Language*

The Italian Language program is designed for non-Italian mother tongue students. The focus moves from language acquisition and comprehension to the study of age-appropriate literature and cultural studies, depending on the level of the student. Daily Italian Language instruction begins in Foundation. Student progress will be tracked using the Italian Language Learning Objectives rubric based on the CERF (Common European Framework of References). Parents and students can track growth according to the A1, A2, B1, etc. levels of the rubric across the years of instruction.

Classes may have multiple levels within them and may be organized primarily by grade or by level, depending on the schedule and staffing levels.

### **Outside Learning Policy- Formerly Homework Policy**

Rather than “homework”, we wish to use the term “outside learning” to include **any school initiated student activities to be accomplished outside of class time**. This can include reading, test prep, Italian Program work, CAS hours, or work designed to consolidate learning from class.

High quality Outside Learning supports the school mission by **consolidating learning in a way that preserves life balance**. It is used as a tool to reinforce what is learned in class and prepares students for upcoming lessons. It also develops the key language skills required by an internationally focused education.

**Younger** students should have limited outside learning opportunities to ensure that the child has independent physical play opportunity as well as experience with English and/or home language development.

As schooling starts, children need to continue to have unstructured time for free-play, Independent from parents, both alone, and with peers, especially in an outdoor setting. One of the most developmentally helpful ways to support your child in school is to send them outside to play when they are home.

**Older** students can be expected to increase their outside learning, especially in the Italian Program and in preparation for the Diploma Program, still maintaining opportunities to pursue outside activities and family life.

The JS Outside Learning policy identifies two elements of expected work outside of the classroom:

- 1) **Student selected reading** - No external rewards. Student choice and enjoyment are the goals, while increasing the cumulative exposure to words. Students will have access to quality books through the ISF library and are expected to have a book checked out to them at all times.
- 2) **Teacher assigned tasks** - Learning tasks are designed to support classroom learning by providing practice and “feedback” to the teacher.

### **Student selected reading**

The first priority of ISF’s Outside Learning Policy is to commit to **reading as a daily activity**. Though daily academic assignments are not an expectation in the Junior School, daily reading is expected for all students. Especially, in an international school with multiple family languages, reading is the habit that best predicts success in the ISF program and that best prepares for university study.

#### ***ISF believes that:***

1. Story-telling and being read-to should start at (or before) birth and can continue well into adolescence.
2. Reading books with an adult is one of the joys of childhood that can naturally develop into the habit of silently reading books for enjoyment.
3. Reading in English is important, but reading in any family language will help develop English vocabulary, syntax and textual structure.
4. Reading is a precursor to and closely aligned with development of writing.

### **Teacher assigned tasks**

ISF also believes that for quality Outside Learning to be effective in learning, it needs to have follow- up. As teachers design Outside Learning, they also need to plan for its use in providing “feedback” between the teacher and student.

The following Required Outside Learning Maximums are a response to the Homework Work Group’s study of research applicable to international schools like ours and ISF beliefs about quality education standards within an Italian setting.

The following limits are established to ensure that students have time to pursue other interests outside of school and preserve quality family time and to help build a common expectation between grade level teachers in a progressive way through the years at ISF.

**Required Outside Learning Maximums (Average per day)**

Grade	Student Selected Reading	Class & Italian homework	Total Time
EY1 & EY2	10 minutes		10 minutes
Foundation	10 minutes		10 minutes
G1 - G2	15 minutes	10 minutes	25 minutes
G3	15 minutes	15 minutes	30 minutes
G4	20 minutes	20 minutes	40 minutes
G5	20 minutes	30 minutes	50 minutes

These average maximums are established to set expectations and to help communicate if a problem exists. If a child cannot regularly complete their assigned Outside Learning in the grade level Total Time, then a problem exists and a conversation should be scheduled between the parents and the teachers to analyze the situation and to prioritize and perhaps limit the tasks. It is the expectation of ISF that teachers will adjust outside learning tasks based on student needs.

As students become readers, they may wish to extend their reading time, which is fine. The above reading times are the limits of what the school is expecting from students at each grade level.

**What is a parent’s role in Outside Learning?**

Parents can support the establishment of healthy work habits by

- working to ensure that their child has a library book at home each day
- reading to, reading with, and listening to children reading

- providing an appropriate setting and routine for accomplishing outside work
- checking to see that the work was done with a high level of quality

### Recess

Throughout the school, children have unstructured play opportunities in the morning as well as during lunch time. Thanks to the generosity of our PA and their fundraising efforts, we have well designed play spaces for all of our students. Students are asked to change into boots when the ground is wet so that mud is not tracked through the school. In wet weather, if a determination is made that children would not be able to warm up after getting wet outside, children will have recess in their classrooms. Children are supervised by instructional staff during all recess times.

### COMMUNICATION

#### Contact Information

Parents must register any change of contact information directly into the iSams Parent Portal through the school website. **Please continue to also update the receptionist and classroom teacher as your contact information changes.** We rely on this updated information for accurate emergency contact.

The main source of official communication is the school website, <http://www.isfitaly.org> . The school also maintains current posts on Facebook and Instagram.

#### *Publications*

A Friday Flash is sent out weekly and the ISF e-Newsletter is sent out quarterly. The Head of School Highlights is produced every trimester. These are also available to view on the school website.

#### *Student Progress Reporting*

All students receive comprehensive written reports in February and June. Parents also receive a written report on the completion of each Unit of Inquiry (six times per year; four times in EY1 and EY2).

#### *Parent-Teacher & Student Involved Conferences*

Parent-teacher conference days are scheduled twice a year, **in October and February** as noted on the school calendar on the website. In the upper elementary grades, these also include the student for individual goal setting. Parent sign-up takes place online a few days before the

conferences. These conferences are designed to communicate student progress as well as concerns. This is an opportunity to ask questions and track progress towards individual student goals. Additionally, teachers can be scheduled for appointments outside of instruction time at any point through the year by contacting the Receptionist ([g.bottom@isfitaly.org](mailto:g.bottom@isfitaly.org)) or the teacher, directly.

### *Student-Led Conferences*

Student-Led Conferences are scheduled each May and are considered an essential part of the Junior School's reporting system to parents. SLC Day is school wide, Early Years through fifth grade opportunity for showing children's growth and development in all subject areas. The teachers coordinate the day's timetable to include all families, arranging simultaneous student-led conferences in their rooms as required. The portfolio is available for the parents to take home at the end of the school year.

### *From Parents to Teachers*

Parents are encouraged to make appointments with teachers if they have questions or concerns to express. Requests for appointments should be made directly with the teacher via email or to the receptionist, who will subsequently inform the family of the date and times of arranged appointments.

## **Parent Information Opportunities**

### *New Family Orientation*

An orientation for new students and their families will be held before school starts to learn about the functioning of the school.

As per previous correspondence, EY1 and EY2 **parents only** are invited to meet their teachers the Friday before class starts instead of the Back to School Night.

### *Back to School Night*

Parents are warmly invited to our school for Back to School Night scheduled for the first week of school. The main goal of this evening is to meet your child's teacher and to learn about the Junior School and its curriculum. Parents will attend a general session to learn about new emphases in the school. They will also have an opportunity to attend sessions with classroom and specialist teachers to learn more about your child's educational program. Highlights of the curriculum, class schedule, procedures for homework, parent communication, materials, special

events of the year and other pertinent information will be shared. More information about Back to School Night will be provided in the summer e-mailing to parents in August.

### *Coffee Mornings*

At different points through the school year, Coffee Morning presentations will be scheduled to provide training, discussion, or information of interest to ISF parents. These are typically scheduled immediately following the beginning of class so that parents can drop off their children and stay for the session before continuing with their day. The Coffee Morning schedule will be announced through the weekly Friday Flash newsletter.

### **Seeking Conflict Resolution**

Conflict is a normal part of life in a large organization. Please follow these procedures for working to resolve conflicts or problems

1. The concern should initially be discussed in a face-to-face discussion with the teacher or the person most closely involved with the issue, as this usually resolves most questions.
2. If there are concerns that have not been satisfactorily resolved after discussion with the teacher, an appointment can be made with the Junior School Principal through the School Receptionist ([g.bottom@isfitaly.org](mailto:g.bottom@isfitaly.org)).
3. If the problem still remains unresolved, the parents should then make an appointment with the Head of School.

**It is important for parents to discuss concerns, of any nature, with your child's teacher first, prior to requesting a meeting with the Principal.**

### **SCHOOL DAY**

#### *School Hours*

- Foundation to Grade 5: 8:30 to 3:30 (Tuesdays to 2:45 p.m.)
- Preschool & Pre-Foundation: 8:30 to 3:25 (Tuesdays to 2:40 p.m.)
- Campus closes 15 minutes following the last scheduled activity of the day

Students are expected to be in their classroom on time each day. We ask that parents speak to their children about the importance of regular attendance and punctuality at school, and ensure that they arrive on time. Instruction at the Junior School begins promptly at 8:30 a.m.

### *Arrival*

To ease congestion and to support optimal traffic flow, parents should approach the school, between 8:15 and 8:25, from Ponte a Ema and turn right into the school's entrance. Passing through the gate, turn left into the main parking lot and follow the line of traffic along the coned off 'safe area' where children may be dropped safely. Children enter the school through the Aula Magna entrance where a teacher or administrator will be waiting to meet and greet them. Parents then continue out of the parking lot and turn RIGHT when exiting onto Via del Carota. Parents are kindly requested not to drop off your child any earlier than 8:10. Specific student entry guidelines and map will be provided in the August e-mailing to parents.

The normal drop-off procedures begin the second day of school. Parents may park in the parking lot and accompany their child (ren) on the first day of school only, to confirm your child's new teacher/class location (posted in the cortile) and to meet the teachers.

### *Lunch*

Children are encouraged to bring a healthy snack such as fruit, yoghurt, cheese, juice (no potato chips, sweets) and a healthy lunch. Students may bring their own lunch or subscribe to the hot lunch program (Mensa). Information on the lunch program can be obtained from Ms. Elena Rossi in the Junior School Business Office ([e.rossi@isfitaly.org](mailto:e.rossi@isfitaly.org)). EY1 and EY2 children eat lunch in their own lunchroom.

### *Lunch Norms*

Lunchtime is meant to be a time when children can eat and talk with their classmates in a relaxed atmosphere.

- Children must walk to the lunchroom quietly.
- Children should speak only in an 'indoor voice'.
- Polite table manners should be used.
- Children are expected to remain seated during lunch.
- If a child needs to speak to the teacher on duty, he or she must raise his or her hand.
- Children must tidy their place before being excused from the lunch room.
- Each child must have a container (lunch box) for his or her lunch if bringing lunch from home.

### *Dismissal*

Bus students report directly to the Aula Magna door where they are met by their bus driver. There is also a member of staff on bus duty to ensure the safe dismissal of these children. Preschool bus children are escorted to the bus by a class teacher.

Teachers in Foundation to Grade 5 bring their classes to the courtyard at the dismissal time of 3.30 p.m. (Tuesdays at 2:45 p.m.) and the children remain with their class teacher until a parent or guardian has arrived to collect them. Upon dismissal, children should say goodbye to their teachers to let them know they are leaving.

Parents pick up their EY1 & EY2 students at the door of the Tranquility Garden, beginning at 3:25. (Tuesdays at 2:40).

If for any reason a child is not going home by their normal pattern, the teacher and receptionist must be informed in writing (e-mail works well).

### After School Procedures

The Junior School day officially ends at 3:30 p.m. unless there is a specific supervised after school activity.

In the interest of the children's safety, we ask that parents leave the courtyard (cortile) as soon as they have picked up their child(ren). The Lower Field is the designated play area for students after school. It is open to the school community until 4.55 p.m. **Parents must be present and actively supervising their children in this area at all times.** Posted recess rules also apply after school and parents are asked to reinforce them. Please be extra vigilant when maneuvering vehicles in the parking lot as children may be present.

If a child is going home with another parent on a particular day, **an e-mail must be given to the class teacher and the receptionist on the morning of that day.** The name of the person picking up the child should be included in the note. **It is the parent's responsibility to inform bus drivers when a child is not taking the bus on a given day.**

## **Playground Use**

Thanks to the efforts of the PA, both the Lower Playground has current, safe, play equipment. Students have learned to play according to the following norms and we ask that parents also expect these behaviors after school when supervising student play.

- The Lower Playground equipment is designed for children from ages 6-12. Use by children outside of those age guidelines is at parent's discretion.
- Parents must provide visual supervision for children to be able to use the ISF playground outside of school hours.
- The Tranquility Garden is not available for after school play. We ask that parents accompany students to the Lower playground for after-school play.

To ensure children's safety, we ask that the following norms be practiced at all times.

- Play safely!
- Respect our plants and structures.
- Running is permitted only on dirt and gravel surfaces.
- Balls must stay on the parking lot.
- Slide down the slide, feet first.
- Swing only while seated and in a straight line. No pushing on our swings, nor jumping.
- Use equipment as designed. No climbing on top of the equipment.

Enjoy!

## **Extra-Curricular Activities (ECAs)**

In support of healthy child development, ISF offers a range of after school activities that families can request for their children. Some will be designed for young children and others for more mature students. At the beginning of each term, a letter is sent to parents with the possible activity offerings, schedules, and age ranges. Parents are able to request activities for their children, but availability is limited and not guaranteed. In order to run a course, a minimum of five students must enroll and remain enrolled. The school strives to offer enough activities to meet demands, but we do not guarantee admission to any particular activity. Priority will be given to those who complete the application on-time and to those with fewer ECAs.

Students will be assigned to a maximum of 3 ECAs in a term.

Since we do not hire substitutes for our ECA programs, when parents are given at least 24 hours' notice of a cancelled activity, they must make other arrangements for the child's transportation on that day. When an activity is cancelled with less than 24 hours' notice, students will be offered a study hall instead of their regular activity. Parents who do not pick up their child within 15 minutes of the end of the activity, who do not make alternate arrangements with the school will be subject to a warning. For repeat offenses the child will be subject to withdrawal from the activity for the remainder of the term or year.

### **Student Leadership**

Traditionally at ISF, students have had 3 different types of Leadership Opportunities as overseen by our ECA program.

#### ***Spirit Club***

Spirit Club is a teacher-led group dedicated to care for the members of the school community by planning events, recognizing milestones and ensuring a positive "spirit" in the school.

#### ***Sports Council***

Students in Grades 1 through 5, are given the opportunity to become members of the Sports Council at the Junior School. Two members are elected per grade in the beginning of the school year. Sports Counselors are responsible for the care of sports equipment at each grade level. The Sports Council provides children with an excellent opportunity to develop leadership skills and to make a positive difference in the life of the School.

#### ***Student Council***

##### **The JS Student Council:**

- Is responsible for making good decisions that inspire children's learning.
- Makes children feel welcome, safe and comfortable in our school.
- Communicates with staff, students, teachers and others at the school.
- Cares for people in the community.

Students in Grades 1 through 5, are given the opportunity to become members of the Student Council at the Junior School. Two members are elected per grade in the beginning of the school year. Student Council members plan activities and events to improve the life of ISF students and families. Student Council provides children with an excellent opportunity to develop leadership skills and to make a positive difference in the life of the School.

## **BEHAVIOR**

### **Discipline**

Student behavior norms are taught, stating the expected behaviors and then verbally reinforcing them over time to reflect the PYP Attitudes and Attributes of the Learner. All adults at ISF are considered teachers of our norms. When student behavior does not comply with school norms, teachers can be expected to re-teach the expected behavior, provide natural consequences, restrict privileges, and offer opportunities for restitution when appropriate. Group punishments are not part of how ISF teaches responsible behavior in the classroom.

For serious or repeated behavioral violations, teachers will notify parents and consult with the principal in a course of corrective action that may include a parent meeting, loss of privileges, an individualized behavior plan or suspension.

### **Bullying Policy & Reporting Procedure**

ISF is committed to making our school a safe and caring place for all students. We recognize that learning will thrive in a school climate that exhibits affirmative, positive and caring expectations along with effective and timely intervention. ISF has the clear expectation that all community members will be respectful and supportive of each other. We will treat each other with empathy and kindness, and we refuse to tolerate bullying of any kind at our school.

#### ***Objectives of this Policy***

- All members of the ISF community, teaching and non-teaching staff, students and parents will have common understanding of bullying.
- All members of the ISF community will know the school policy on bullying and work to prevent it.
- All students and parents will know what to do if bullying arises.
- Students and parents can be assured that due process will be followed when bullying is reported.
- Bullying will not be tolerated.

#### ***What Is Bullying?***

Bullying is when a person is exposed repeatedly, or over time, to negative actions on the part of one or more people with intent to harm and there is a power imbalance. It is a form of harassment and results in pain and distress to the victim. Bullying behaviors normally fall into two categories: physical & emotional.

### *Examples of possible bullying behaviors*

- Hurting someone physically (e.g. kicking, hitting, pushing, pinching, throwing things)
- Making threats
- Stealing
- Encouraging others to leave someone out of a group
- Name calling and teasing
- Starting or spreading rumors
- Cyber-bullying – doing any of these behaviors electronically
- Being with someone who is doing any of these behaviors

### *Preventative Measures*

1. Bullying Policy & Reporting Procedures are included in the Parent Handbook
2. Student Instruction/Awareness. Classroom discussions, role-playing and assemblies address the issue and prevention of bullying.
3. Staff Awareness/Action. School personnel review the Bullying Policy & Reporting
4. Procedure to ensure that a consistent approach is adopted on a school-wide basis.

### *Reporting Procedures*

ISF encourages students (or any community members) who become aware of an act of bullying to report the incident(s) immediately to a school administrator for further investigation.

The school's first response always is to teach. However, reports of bullying are taken seriously and shall be investigated and results shared within 24 hours if at all possible. If a student is found to be responsible for bullying behavior, the consequences shall depend on the severity of the incident. A plan will be designed to teach appropriate behavior, communicate consequences of future offenses, and, when possible, provide restorative justice to the victim of the bullying behavior. Retaliation, after someone has reported a bullying incident, will be immediately referred to the Principal.

## **PROCEDURES**

### **Birthdays**

We are always pleased to recognize a child's birthday at school. However, if a parent wishes to send a cake, please be sure to notify the teacher in advance as we need to check for possible food allergies amongst classmates. The cake will be shared during their lunch period. For any

birthday parties outside of school, teachers will not be able to distribute birthday invitations unless the entire class has been invited.

**Lost and Found**

The Lost and Found is located in the cupboard outside of the Aula Magna. Any items which are found should be placed there. Parents are requested to look through the Lost and Found when they notice an item of clothing is missing. Items left unclaimed for more than one month are donated to the PA for resale or to a charitable organization. Please ensure that all of your child’s clothing is labelled. The school assumes no responsibility for the loss or theft of students’ personal effects.

**Parent Association (PA)**

The International School of Florence Parent Association supports the educational goals and strategic vision of the school by partnering with faculty, students and others in the community to plan events, to facilitate communication, and to provide a welcoming social environment for all members of the community.

We are a group of enthusiastic parents from different nationalities, crossing over many language barriers, with many skills and talents, who plan and assist with events that include our annual field day, career forum, autumn bazaar, new family welcome breakfast, fundraising gala, and the festival of song.

Everyone is welcome! The ISF PA requires no initiation – being a parent automatically qualifies you as a member. We anticipate helping one another to discover this beautiful city we all share through the ties of our children. We all volunteer our time when possible, for the same vested interest. Being connected to the school through the PA offers children and fellow parents the unique opportunity to grow within their own community.

<b>Junior School Co-Coordinator</b>		Cristina	Bini
		Irene	Serio
<b>Treasurer</b>		Filippa	Chomata
<b>Secretary</b>		Kristin	Krebs-Dick
<b>New Parent Liaison (JS)</b>		Melina	Caicedo

*Please join us for an orientation meeting on Wednesday, September 12 at 9:00 am. (Location to be confirmed.)*

Beginning in October, the ISF PA will have regular monthly meetings on the first or second Wednesday of every month at 9:00 am. They will alternate between Junior School and Upper School locations.

**Please watch the Friday Flash for schedules of upcoming meetings and events.**

*Join our ISF Parent Facebook Group: **International School of Florence Parents***

### **School Supplies and Lockers**

We request all students to bring a **backpack to school that can fit within a locker**. The school will provide most of the supplies needed by students; however, due to the nature of our curriculum, teachers may request other specific school supplies at points throughout the year. Please contact your child's teacher if you have any questions.

### **Uniform**

The ISF uniform must be purchased at the following store:

10 E Lode

Via Uguccione della Faggiola nr 13.

Tel: 055 3831823

Opening times: 9:00 – 13:00; 15:00 - 19:00. Saturdays 9.00 – 13:00.

10elodesrl.firm@gmail.com

Students are required to wear the school uniform every day. The uniform consists of a current logo ISF top and navy ISF logo pants, skirt or shorts. Other navy bottoms may be substituted exceptionally. During cold weather, students may wear additional layers beneath their ISF top, but while in the building, the logo must be visible.

Students should wear closed-toe shoes each day for safe active play. During wet weather, students must change into boots to play on the playground. Hats and sun cream are strongly recommended for outdoor play during periods of sunny weather.

## **SECURITY**

### **Contact Information**

Parents must register any change of contact information directly into the iSams Parent Portal through the school website. **Please continue to also update the receptionist and classroom teacher as your contact information changes.** We rely on this updated information for accurate emergency contact.

### **Campus Security**

The ISF Junior School is a “closed campus”. The school gates open each morning to allow student entry beginning at 8:00. Once class begins, gates are closed to ensure access only to authorized entities. During the day, the guard will escort visitors to reception to sign in and again to sign out upon leaving. At the end of the day, gates are opened for parent access. After dismissal, students are delivered to parents or other authorized adults. Parents may supervise their children on the lower playground until the campus closes at 4:55. The gate is closed and the building secured at 5:00 each day.

### **Child Safeguarding**

#### **Child Safeguarding Policy**

**1 March 2017**

The International School of Florence recognizes its responsibility in promoting and defending the rights of children to physical, emotional and social well-being.

#### **The International School of Florence will:**

- Inform all adults who have contact with students at ISF of their responsibilities and obligations with regard to national law in relation to physical abuse, emotional abuse, sexual abuse and neglect.
- Ensure that any adult working within the school is fully aware of the present policy.
- Ensure that all possible care is used when recruiting prospective staff so that adults seeking to work closely with children are suitable.
- Promote internet safety in education programs.
- Inform all students and their families of a child’s right to live without fear of physical abuse, emotional abuse, sexual abuse and neglect.
- Ensure best practice is understood and applied by staff.
- Ensure respect of the rights of child victims and their families as well those of any person accused of failing to adhere to the rights of the child.
- Ensure that a designated group be responsible to handle any case or suspicion brought to its attention. The Designated Group will be composed of the Head of School, relevant Principal and school guidance counsellor, and any other person identified by the group as appropriate. The members of the group are required to maintain complete confidentiality.
- Documentation relating to every case brought forward shall be kept on record with the Head of School and must be considered and handled as strictly confidential.

- Ensure the application of procedures is in conformity with national rulings.
- The Head of School is responsible for the implementation of the present policy and related policies.

### **General Procedures:**

Every school year full information shall be distributed to all persons working within the School concerning:

- The existence of this policy
- The obligation to report
- Definitions of abuse
- The existence of the designated group and its function
- The procedure to be followed by members of staff in all areas covered by this policy.

### **Every school year:**

- Students of all ages shall be taught about their rights. They shall be made aware, in an age-appropriate manner, of issues associated with their safety and how to stay safe.
- Parents will be made aware of the existence of this policy.

### **Emergency Closure**

If the school needs to close due to unsafe conditions or other emergency, the school is developing an SMS service through ISAMS with which to notify parents. As an alternative, the school will activate a phone tree, calling all members of the ISF community.

### **Emergency Procedures**

Schools work to prepare students to be able to respond in a variety of different emergency scenarios. We teach procedures and then practice them with students so that they know how to respond in emergency situations.

At ISF we train for three different types of emergencies, Fire, Earthquake, and Lockdown. There are elements that are common to all three,

The signal for building evacuation is a loud siren. Students will leave the building with their teachers via the most direct route to the Parking Lot. Silence is expected so that instructions may be heard. All staff are aware of the procedures, and there are periodic drills both announced and unannounced. Both evacuation and lockdown procedures will form part of the regular safety routines of the school. Each room in the school has a posted map that indicates the safest route out of the building.

### ***Fire Procedure***

In the case of suspected fire, any community member can activate the alarm by pulling one of the red emergency stations. When in an actual fire or during a drill, a pull-station is activated, sounding a sustained audible siren. All students and adults are to immediately:

- 1) Exit the structure as indicated in the evacuation map.
- 2) Proceed silently to their assigned meeting point on the main parking lot. Doors and windows should be closed
- 3) Silently wait in line, facing away from the building, until the siren has stopped and the school administrator has given further instructions. Once at the meeting point, teachers take roll and prepare to tell the administrator if any students are missing.
- 4) Once all are accounted for, the administrator will give further instructions for evacuating the property or end the drill. Students then walk back to class.

### ***Earthquake Procedure***

In the case of an earthquake or drill, the principal will announce the earthquake procedure over the intercom if possible.

1. Students and teachers are to move away from windows, glass or light fixtures and find a protected space under a desk, table, chair or under a door jamb.
2. If no cover is available, it is recommended to crouch against a wall, protecting the head with one's arms.
3. Quietly wait until the tremors have stopped, evacuation is announced or the alarm sounds, indicating the necessity to evacuate the building.
4. Evacuate the building, following the instructions 1-4 in the Fire Procedure.

### ***Lockdown Procedure***

In the case of a dangerous or unpredictable person on campus, in order to secure the safety of students we enact a lockdown procedure to secure students within their classroom or an area that can be secured. When the administrator determines that a serious or potentially serious threat to students exists, an announcement is made on the PA system, announcing "Lockdown" multiple times.

1. Teachers in classroom lock their doors and quietly gather all of their students away from doors and external windows.
2. Students who may be outside of a classroom are to report to the identified "safe room" where they can hide.

3. Parents and visitors will be excluded from the building until the lockdown is concluded.
4. The lockdown or lockdown drill conclude with the administrator announcing “Lockdown Clear” multiple times over the intercom or by local police authorities clearing the rooms.

**Parents/visitors** will be informed of an actual incident involving a lockdown. During an actual lockdown, **parents must not enter the campus but should await further instructions from the Head of School/Principal via email.**

### *Meeting Point*

In an actual emergency situation, if students are required to evacuate campus, parents should report to the Junior School staging area – **Oratorio di Santa Caterina (near the bottom of the hill towards Ponte a Ema) and await instructions from the Head of School/ Principal via email.**

In all incidents of an actual lockdown, a communication to parents will be emailed to parents as soon as practically possible.

Parents should be encouraged to **ensure contact information is kept up to date so they can easily be reached by staff in the event of an emergency.**

## HEALTH

### *First Aid and Medical Emergencies*

There is no medical officer on campus. Students who become ill or injured in any way will be looked after by qualified first aiders on staff. First aid supplies are available for the treatment of minor injuries. School staff will administer simple first aid, and a parent or emergency contact will be called if further action is necessary. No student will be sent home unless arrangements have been made with a family member. School staff will not administer medication of any kind.

In the event that immediate medical treatment is required, students will be taken to the emergency room at the Ospedale di Ponte a Niccheri in Antella (comune di Bagno a Ripoli).

An AED device is located in the cortile of the school for community use.

### *Allergies*

Some students may suffer from allergies which can cause serious reactions and in some cases be life-threatening. If a student has an allergy that will affect their life at school, **parents must provide a medical certificate with a treatment protocol** so that the school can plan for a safe learning environment and thoughtful intervention.

Children are not permitted to share their snack or lunch to minimize the risk of allergic reactions. We encourage children to be both informed and responsible about the issue of food allergies.

### *Head Lice*

As head lice remains a problem in schools, we insist that parents support our efforts to halt the spread of lice should they appear at the school. A child with head lice must be kept at home following treatment and until parents can give an assurance that there is no evidence of lice or nits (eggs).

### *Medication*

Staff are not permitted to administer medication at ISF. If a prescribed medication needs to be administered during school hours, parents must meet with the principal to explore whether the school has the resources to provide a safe treatment plan.

### Visitors

Visitors to our school are asked to check in at the Receptionist Office. When parents or other visitors enter the building between 8:30 and 3:30, all are asked to sign in, wear a visitor's badge and to sign out when they leave. This is very important in the event of an emergency.

Student visitors are not permitted to attend class due to the impact on the learning environment.

### Volunteers

Parents are a most valuable asset to our Junior School. There are many opportunities for volunteering including PA sponsored events, chaperoning on field trips and helping with communication as a PA Class Parent. If you are interested in volunteering at the school, please leave your name, contact number and area of interest with the Principal.

***ISF Whole Campus Staff***

**2018-19**

Murray, Simon	Head of School
Ricci, Lorenzo	Operations Manager
Stanton, Helen	Upper School Principal
Ihle, Matthew	Junior School Principal
Cook, Paul	Upper School Dean of Students
Blackstone, Jason	IB DP Coordinator
Shamash, Nicky	IB PYP Coordinator
McIvor, Francis	College & Careers/Guidance Counselor
Grassi, Fabiana	Human Resources Specialist
Rossi, Elena	Chief procurement
Carlicchi, Sandra	Account specialist
Lauria, Patrisha	Upper School Admissions Officer, Assistant to Head of School
Bevilacqua, Anna Maria	Junior School Admissions Officer, Teacher's support for relocation
Bruckner, Tanya	Development, Marketing and Alumni Relations Officer
Bottom, Gabby	Junior School Receptionist and Organizational Assistant
Griffiths, Tessa / Olivia Monti	Upper School Receptionist
Biagiotti, Riccardo	IT Officer & Database Manager
Richardson, Jeff	Information & Communications Technology Consultant
Daria, Anna	Upper School Food Service / Cleaner
Zecchino, Mirko	Upper School Maintenance
Ingrosso, Fabio	Junior School Maintenance

***Junior School Faculty***

Sandra De Sissing	Early Years 1
Bevilacqua, Anna Maria	Early Years 1 Assistant
Marshall, Catherine	Early Years 2
Bartolotti, Rebecca/Masi, Sara	Early Years 2 Assistant
Loschiavo, Nancy	Foundation
Coca, Andreea	Foundation
Romeo, Irene	Foundation Assistant/ Italian Teacher
Leatherman, Amy	Grade 1
Salerno, Margaret	Grade 1
McDade, Rachel	Grade 2
Male, John	Grade 2
Ewing, Catherine	Grade 3

Burgio, Elisa	Grade 3
Rose, Mary	Grade 4
Runge, Mary-Anne	Grade 4
Piraccini, Theresa	Grade 5
Ellis, Jeremy	Grade 5
Maffei, Sandra	Italian
Fagnini, Antonio	Italian
Patrone, Nadia	Italian
Grassi, Carla	Italian
Tosatti, Valeria	ICT
Iannone, Gemma	Physical Education
Kustrin, Tanja	Music
Scopelitti, Paola	Library
Regnier, Vanessa	Art
Kerr, Kelly	EAL (English as an Additional Language)
Lindquist, Paula	EAL
Szablinski, Inka	EAL Coordinator
Lutz, Diane	Reading Specialist
Busoni, Alessia	LS (Learning Support)